MINISTERUL EDUCAȚIEI NAȚIONALE

Audrey Cowan with
Clare Kennedy, Chiara Soldi,
Cristina Rusu,
Diana Todoran,
and Ioana Tudose

Limba modernă 1
Engleză
Clasa a VI-a

art Klett

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6

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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2019 – 2020.
Inspectoratul Școlar ....
Școala/Colegiul/Liceul ....

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

** Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni:* ***nou, bun, îngrijit, neîngrijit, deteriorat****.*
* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
* Elevii nu vor face niciun fel de însemnări pe manual.

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Foreword

This textbook uses cutting-edge language and pedagogy research, it follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through culture, film, documentaries and authentic videos of the English-speaking world;
- enables students to achieve success in language exams and external certifications.

Unit tour Limba modernă 1. Engleză. Clasa a VI-a

Printed Student's Book

+

Digital Student's Book (consistent with the printed version)

The Student's Book contains:
8 Units + Extra resources

Each unit has the following structure:
Vocabulary + Dialogue + Grammar + Functions + Skills and culture + Vocabulary strategies + Key strategies
There is an *Evaluation test* after every two units, two skills tests and two term tests..

Extra resources: *Grammar revision grade 5, Let's read, Culture, Festivals, Project time!, CLIL, Word bank*

Vocabulary Presentation of the key vocabulary with multiple exercises / *Introducerea vocabularului tematic al unității prin exerciții variate*

1 I love watching cartoons!
Vocabulary 1

Vocabulary strategies contains strategic exercises and games for memorising vocabulary / *cuprinde diferite strategii didactice (organizatori grafici și jocuri) care contribuie la memorarea cuvintelor noi*

1 Vocabulary strategies
Cinema
SCIENCE FICTION FILM
ACTION FILM
Comedy
GAME

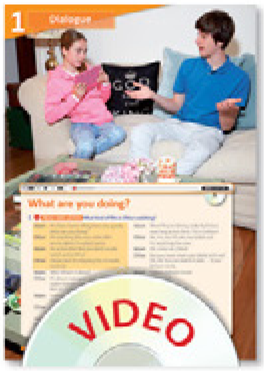
Word bank A bank of illustrations and photographs for building vocabulary and learning to use new words / *Ilustrații și fotografii care contribuie la îmbogățirea vocabularului și la învățarea cuvintelor noi*

1 Word bank

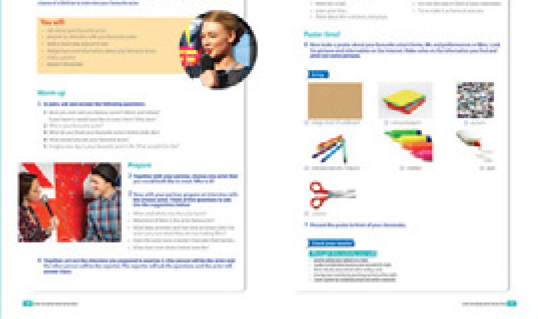
Dialogue Character dialogues teaching Everyday English expressions / *Dialoguri care ilustrează situații reale de comunicare cotidiană în limba engleză*

1 Dialogue
What are you doing?
Dialogue 1

DVD Story Videos featuring the same characters in realistic and everyday situations / *Un miniserial de filme cu aceiași protagoniști-elevi, surprinși în situații firești și cotidiene de comunicare, corelate cu tema unității*


1 Dialogue
What are you doing?

Project time!
A series of activities to be done step-by-step in groups. It is related to the topic of the corresponding unit. / O serie de activități de realizat pe grupe. Acestea sunt corelate cu temele regăsite în lecțiile la care fac referire.


3 Project time!
Project time!

Grammar Tables, explanations, exercises and contextualised grammar for learning and mastering grammar rules / *Tabele, explicații, exerciții și situații de exersare pentru învățarea și stăpânirea regulilor gramaticale*

1 Grammar
Grammar 1

1 Grammar
Round-up

Key strategies Activities providing preparation for an exam or revision of the key structures from the unit / *Activități de recapitulare sau de pregătire pentru susținerea unei testări*

Key strategies 1

Manual, varianta tipărită

+

Manual, varianta digitală
(conformă cu varianta tipărită)

Manualul cuprinde:
8 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:
Vocabular + Dialog + Gramatică + Comunicare + Abilități culturale +
Strategii de învățare a vocabularului + Strategii de pregătire suplimentară
Există un *Test de evaluare* la fiecare două unități, două teste de competență și două evaluări sumative.

Anexe: *Recapitulare gramaticală pentru clasa a V-a, Lectură, Cultură, Sărbători, Proiecte, CLIL, Dicționar ilustrat*

Functions Activities and exercises helping students learn to express themselves in English and to use the language in real situations / *Activități și exerciții care îi învață pe elevi să se exprime în limba engleză și să folosească limba în situații concrete de comunicare*

Competences A route through materials for developing key 21st century competences / Competențe-cheie pentru cetățenii secolului al XXI-lea, urmărite prin activitățile propuse

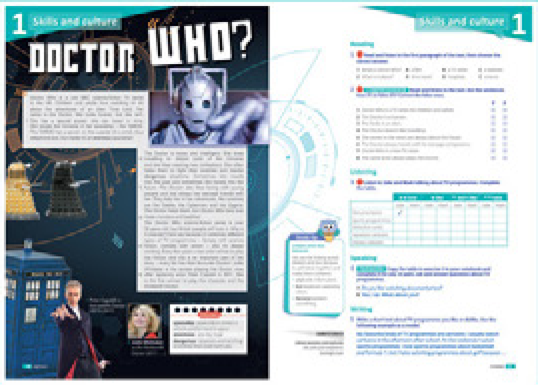
The digital book contains the following types of activities / *Manualul digital conține următoarele tipuri de activități:*

Static activity – listening / studying a significant image / *Activitate statică, de ascultare și observare a unei imagini semnificative*

Animated activity – video / animation / *Activitate animată (film/animație)*

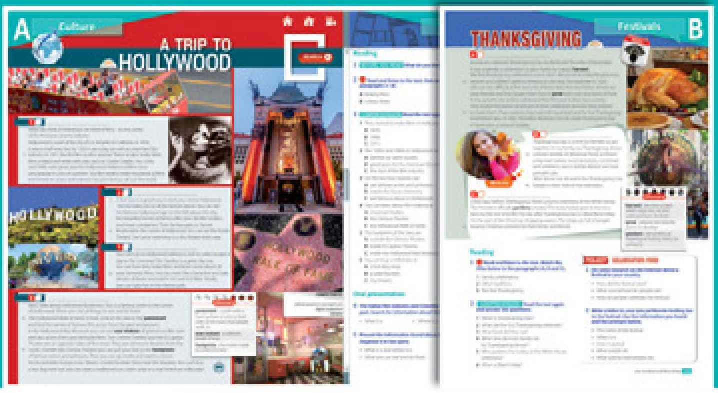
Interactive activity – exercise with immediate feedback after solving / *Activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc un feedback imediat*

Skills and culture Texts and images to help students discover the English-speaking world, its culture and its traditions, and to practise the four skills: Reading, Listening, Speaking and Writing / *Texte și imagini care îi ajută pe elevi să descopere lumea vorbitorilor de limba engleză, cultura și tradițiile acesteia, exersându-și, totodată, cele patru competențe generale*

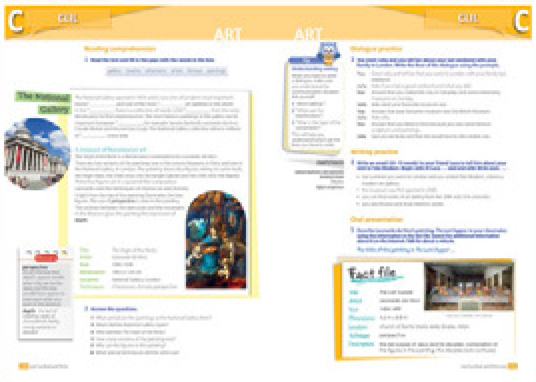


Culture Reading, oral and project activities to deepen knowledge of culture and traditions in English-speaking countries / *Texte și activități orale sau de proiect care aprofundează elemente de cultură și tradiție din spațiul anglofon*

Festivals Presentation of widely-celebrated festivals from English-speaking countries / *Prezentarea specificului unor sărbători foarte cunoscute din spațiul anglofon*



CLIL (Content and Language Integrated Learning) Materials covering non-linguistic curriculum topics / *Materiale pe teme care extind sfera de cunoaștere a elevilor și integrează conținuturile studiate*



Evaluation test Two pages of evaluation after every two units / *Două pagini de evaluare la fiecare două unități*

Skills test (four pages) / **Test de competențe** *(patru pagini)*

Two **Term tests** / Două **Evaluări sumative**

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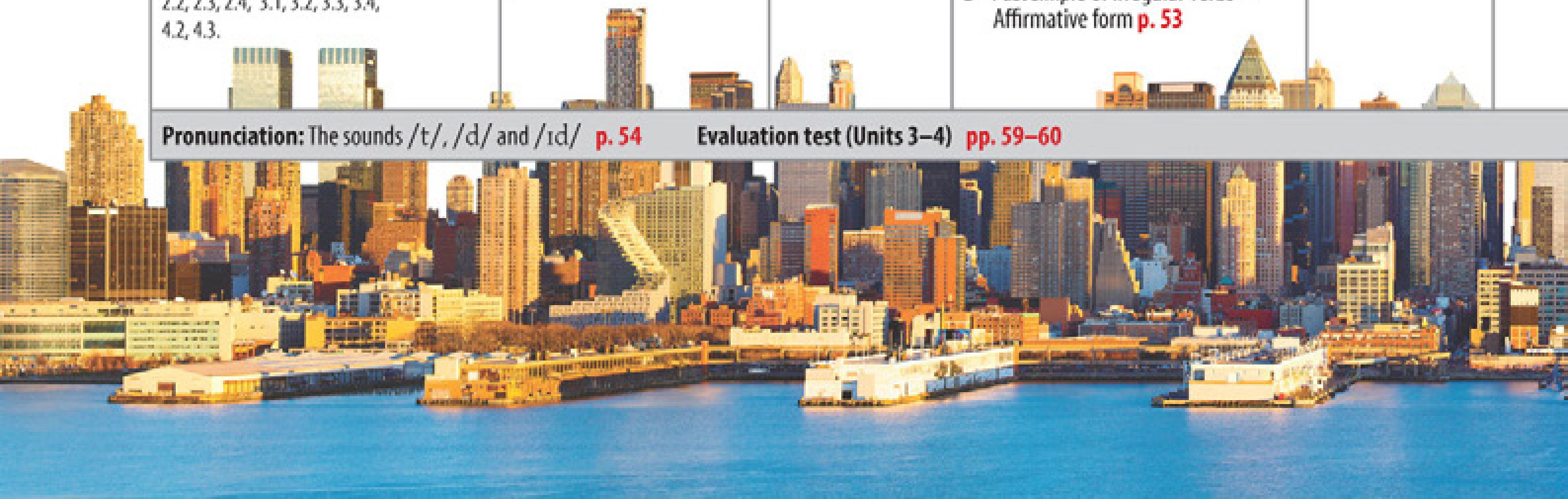

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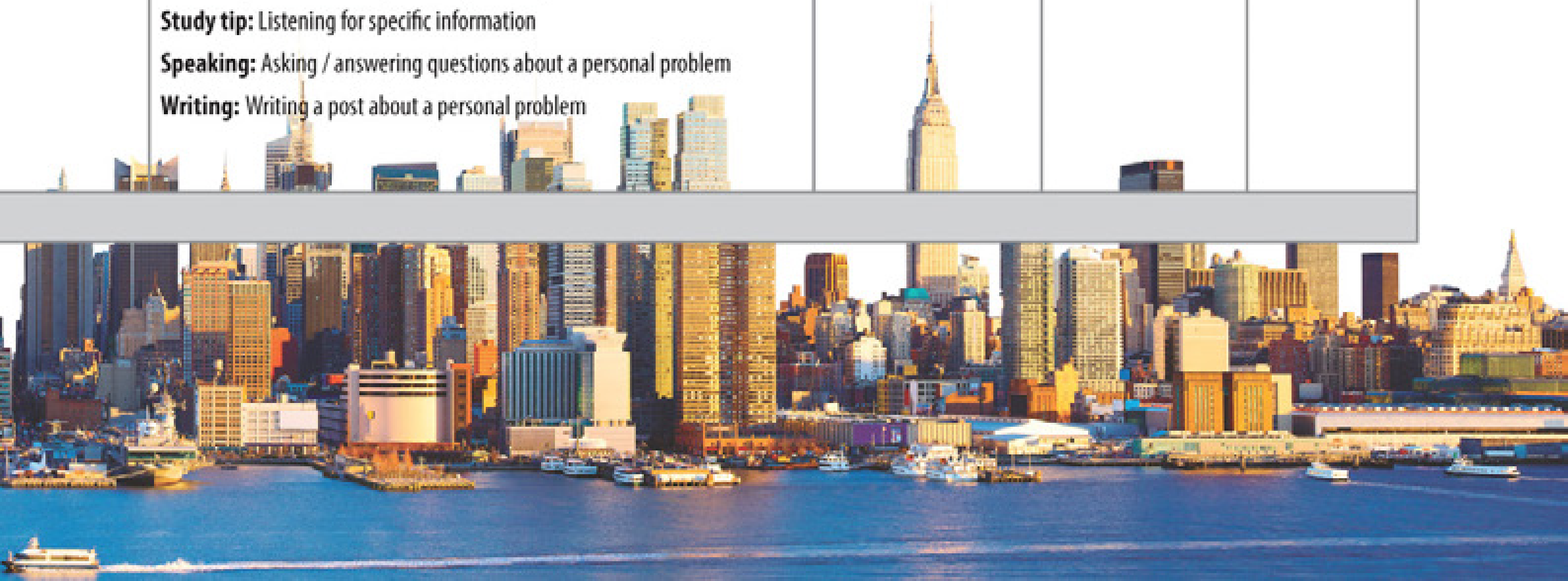

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General and specific competences from the curriculum

1. Understand oral messages in everyday communication situations
1.1. Identify essential information in short recorded excerpts referring to predictable everyday aspects, when articulated slowly and clearly
1.2. Identify the general meaning of clearly articulated oral messages
1.3. Identify specific aspects of the culture of the language studied

2. Speak in everyday communication situations
2.1. Give a short presentation on a familiar topic
2.2. Take part in short verbal exchanges with support from the interlocutor
2.3. Express an opinion on a familiar topic / about a familiar situation
2.4. Show willingness to be informed through reading

3. Understand written messages in everyday communication situations
3.1. Identify information from lists or simple functional texts (flyers, menus, timetables, advertisements)
3.2. Extract information from a clearly structured text (simple newspaper / online articles, brochures) in which numbers and names play an important part
3.3. Identify detail information from a web document
3.4. Show willingness to read for information purposes

4. Write messages in everyday communication situations
4.1. Fill in a form with personal information (education, interests, skills)
4.2. Present an activity in writing using connecting words ("and", "but", "because")
4.3. Participate in the exchange of simple written messages

Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situații de comunicare uzuală
1.1. Identificarea informațiilor esențiale din fragmente scurte înregistrate, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
1.3. Identificarea unor elemente culturale specifice limbii studiate

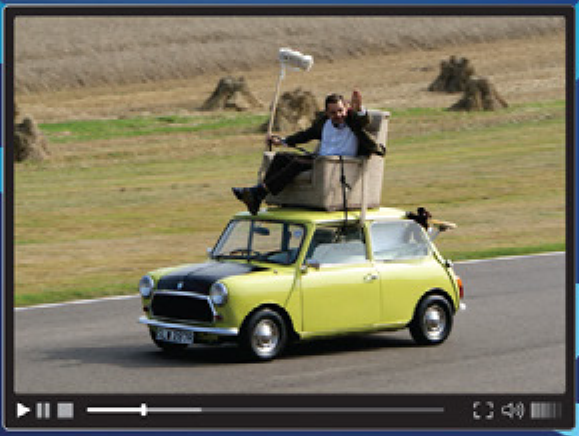
2. Exprimarea orală în situații de comunicare uzuală
2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
2.2. Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
2.3. Exprimarea unei păreri în legătură cu un subiect familiar / o situație cunoscută
2.4. Manifestarea interesului pentru participarea la schimbul verbal

3. Receptarea de mesaje scrise în situații de comunicare uzuală
3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale, simple, broșuri), în care numerele și numele joacă un rol important
3.3. Identificarea unor informații de detaliu dintr-un document web
3.4. Manifestarea disponibilității pentru informare prin lectură

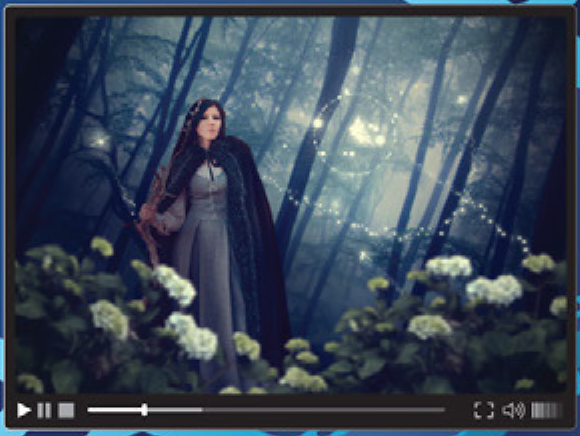
4. Redactarea de mesaje în situații de comunicare uzuală
4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură („și", „dar", „pentru că")
4.3. Participarea la schimbul de mesaje scrise

1

I love watching cartoons!



1 comedy



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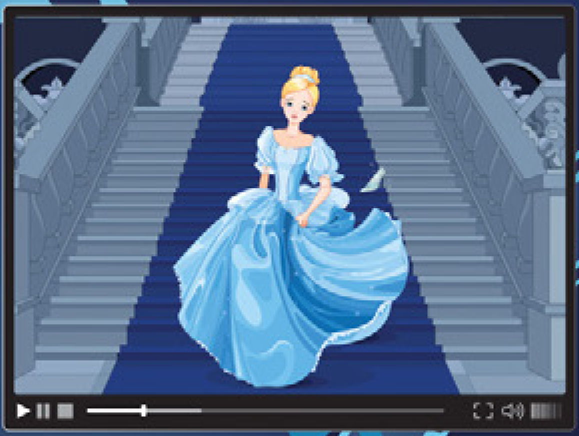

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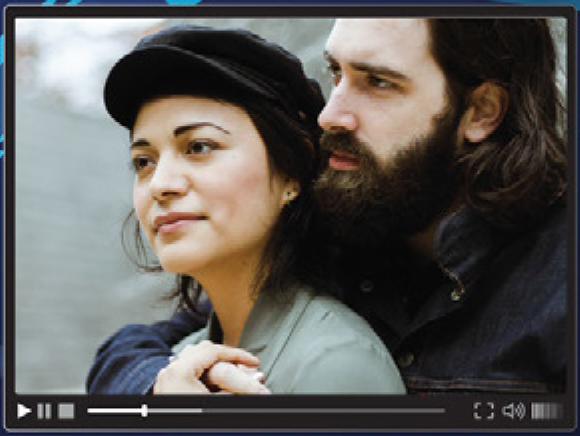

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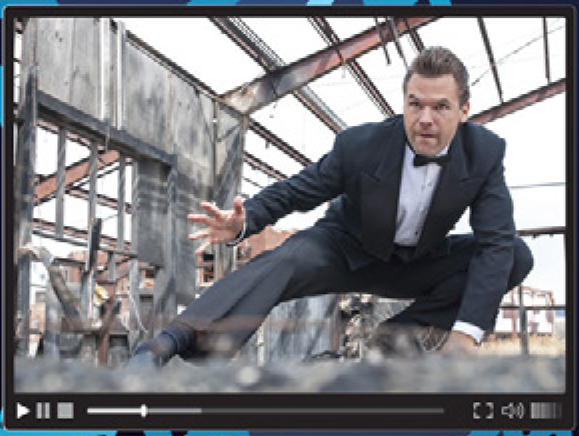

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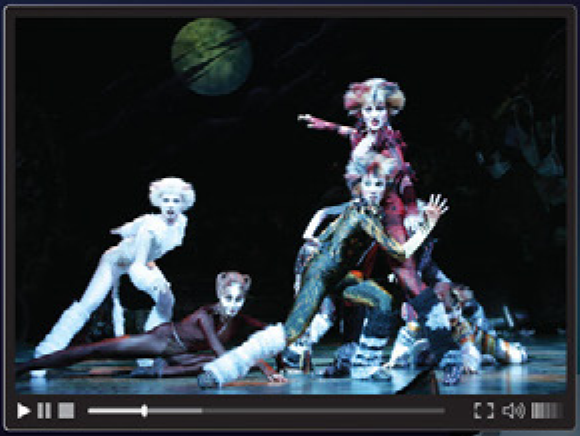

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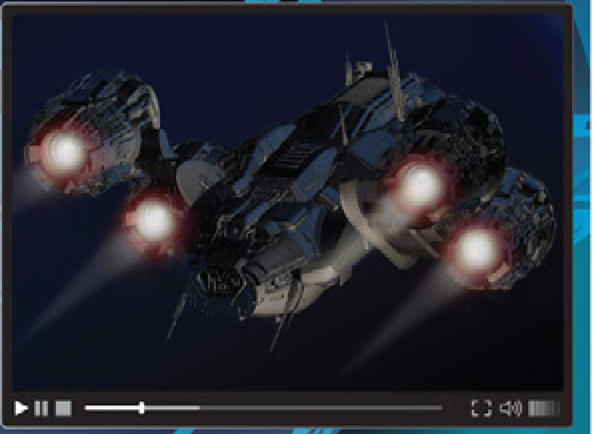


3

6

Look out!

In informal language, the names of some kinds of films are often shortened:

science fiction → sci-fi
romantic comedy → rom com
cartoon → toon

Word bank p. 156

Films

1 **Write the film words in the box under the pictures. Listen and check. Then listen again and repeat.**

musical   science fiction film
~~comedy~~   action film   cartoon
horror film   romantic film   fantasy film

2 **Listen to two friends talking about their favourite kinds of films. Complete the table with the missing information.**

Name	likes 👍👍	doesn't like 👎👎
Naomi	*comedies,*	
Ben		

3 **PAIRWORK In pairs, ask and answer questions following the model in exercise 2.**

A *What kinds of films does Naomi like?*
B *She likes comedies and … but she doesn't like …*

4 **What are your favourite films? Complete the *mind map* with the titles of two films for each category.**

FILMS

Science fiction
____
____

Comedy
____
____

Cartoon
____
____

Fantasy
____
____

5 **PAIRWORK In pairs, ask and answer questions about your favourite films.**

A *What are your favourite kinds of films, Luca?*
B *I like action films and fantasy films, but I don't like romantic films.*
A *What's your favourite action film?*
B *It's …*

DVDSTORY 01

What are you doing?

1 **READ AND LISTEN** **What kind of film is Chloe watching?**

Adam Hi Chloe. You're sitting here very quietly. What are you doing?

Chloe I'm watching this new action film on my tablet. It's called *Justice*.

Adam An action film? But you don't usually watch action films!

Chloe I know, but I'm enjoying this. It's really exciting!

Adam Why? What's it about?

Chloe It's about a gangster and a detective. Justin Dobson is the detective. He's so cool!

Adam Justin Dobson usually plays the bad guy in films.

Chloe Yes, but in *Justice* he's playing the good guy and Jack Nelson is the bad guy.

Adam So what's happening in the film now?

Chloe Justin Dobson is following Jack Nelson in his car – look!

Adam Wow! They're driving really fast! I love watching action films. This is brilliant!

Chloe Yes, it is, but it's also my tablet and I'm watching this now.

Adam Oh, come on, Chloe!

Chloe But you never share your tablet with me! Oh, OK. You can watch it later … if you behave nicely.

Adam I always behave nicely!

Chloe Yeah, right!

Listen again and repeat.

Everyday English

What's it about?
the bad / good guy
Oh, come on!

2 **COMPREHENSION** **Read the dialogue again. Complete the sentences with the words and phrases in the box.**

action films detective Adam
Jack Nelson ~~tablet~~ the bad guy gangster

1 Chloe is watching an action film on her tablet .
2 Adam thinks Chloe doesn't like ________ .
3 The film is about a ________ and a ________ .
4 Justin Dobson usually plays ________ in films.
5 ________ is playing the bad guy in this film.
6 ________ loves watching action films.

3 **Choose the correct answer.**

1 I[✓ **'m watching**] / **watch** a film called *Justice*.
2 You don't usually **watch** / **watching** action films.
3 I **'m enjoying** / **enjoy** this film.
4 He usually **is playing** / **plays** the bad guy in films.
5 What **happens** / **is happening** in the film now?
6 You never **share** / **are sharing** your tablet with me.

4 **Fill in the gaps with information from the dialogue on page 12. Listen and check. Then listen again and repeat.**

Adam Hi Chloe. You're sitting here very quietly. [1] What are you doing ?
Chloe [2] ________ this new **action film** on my tablet. It's called *Justice*.
Adam An **action film**? But you [3] ________ **action films**!
Chloe I know, but I [4] ________ this. It's really **exciting**!

5 **PAIRWORK** **Think about films you like. Reproduce the dialogue in exercise 4, changing the words in bold. Use Word bank 1.**

A Hi Fede. You're sitting here very quietly. What are you doing?
B I'm watching this new comedy on my tablet. It's called ...

Now act out the dialogue with a partner.

1 Grammar

A *Present simple* and *present continuous*

We use the *present simple* to talk about habits.

We often use adverbs of frequency before verbs in the *present simple*, such as *always, sometimes, usually, often, never.*

We use the *present continuous* to talk about actions in progress at the time of speaking.

We often use time expressions after verbs in the *present continuous*, such as *now, at the moment* etc.

I **usually watch** cartoons, but **now I'm watching** an action film.

Peter **sometimes does** his homework in his room. **Tonight** he**'s doing** his homework in the kitchen.

We can use time expressions such as *always, continually, all the time* etc. with the *present continuous* to show something happens very often (more often than usual), annoying the speaker.

Why **are you continually complaining** about your life?

Get it right!

As a rule, we don't use the *present continuous* with the following verbs of perception: *like, love, hate, want, think, know, understand, remember, hear, see, taste, smell.*

I love action films.

I ~~am loving~~ action films.

1 Choose the correct answer.

0 I usually [✓ **do**] / **am doing** my homework at school, but today I **do** / [✓ **'m doing**] it in my room.

1 Graham usually **goes** / **is going** swimming on Saturdays, but the pool is closed today so he **plays** / **'s playing** a computer game.

2 I can't talk to you now because I **have** / **'m having** my dinner.

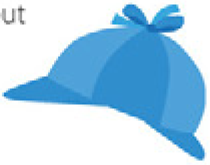
3 They usually **have** / **are having** breakfast at home, but it's Saturday today and they **have** / **are having** breakfast in a café.

4 My mum usually **works** / **'s working** in London, but this month she **works** / **'s working** in Bristol.

5 Harry usually **watches** / **is watching** sports programmes on TV but tonight he **watches** / **'s watching** a film.

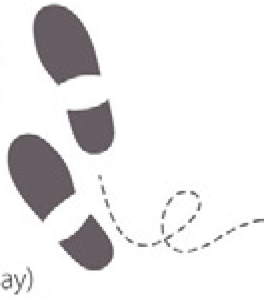
6 You **drink** / **are drinking** coffee today but you **don't like** / **aren't liking** it!

7 You **are always losing** / **lose always** things. Be more careful!



2 Read Judy's text and complete the sentences with the correct form of the verb in brackets. Listen and check.

My favourite films are comedies and fantasy films. I usually ^{0} ___watch___ (watch) films on TV with my friends on Saturday evenings. I ^{1}__________ (not / watch) films during the week because I ^{2}__________ (do) my homework in the evenings. If there isn't a good film on TV, I sometimes ^{3}__________ (chat) online with friends. At the moment I ^{4}__________ (watch) a Sherlock Holmes film – it's brilliant! Benedict Cumberbatch is in it and I ^{5}__________ (like) him. He often ^{6}__________ (play) the bad guy, but in this film he ^{7}__________ (play) the famous detective Sherlock Holmes and he ^{8}__________ (try) to capture the evil Moriarty. Moriarty ^{9}__________ (hate) Sherlock Holmes and ^{10}__________ (want) to kill him. I ^{11} __________ (think) Benedict Cumberbatch can act really well! I ^{12}__________ (enjoy) this film!



3 Find the mistakes in each sentence. Then rewrite the sentence correctly.

0 My sister talks to my grandmother on the phone now.
My sister is talking to my grandmother on the phone now.

1 The students study for their English exam today.

2 Oliver is usually playing football on Sundays.

3 At the moment we have breakfast in a café.

4 I am always walking to school.

5 What do you do in the garden, boys? It's raining!

6 Sally loves cartoons, but I'm liking sci-fi films.

7 Those girls aren't going to our school. They're at Redland High School.

8 Why are you always be so rude?

Pronunciation

The sounds /ŋ/ and /n/

4 Listen and repeat.

/ŋ/	/n/
watching	win
doing	dinner
sing	chin
________	________
________	________
________	________

5 Listen and write the words in the correct column in exercise 4. Listen and check. Then listen again and repeat.

cartoon uncle kangaroo
lemon bunch earring

B *Like / enjoy / love / hate* + *-ing* form

In English, the verbs we use to express personal likes and dislikes are usually followed by a noun or a verb in the *-ing* form.

I **like watching** action films.
I **enjoy going** to the cinema.
They **love reading** comics.
We **don't like playing** rugby.
He **hates playing** computer games.

6 Put the words in order to write sentences.

0 likes / the baby / cartoons / watching
The baby likes watching cartoons.
1 eating / pizza / loves / our dog
2 computer games / you / like / do / playing / ?
3 hate / swimming / the girls / in the sea
4 like / you / rugby / playing / do/ ?
5 like / I / don't / going / by bus / to school
6 doesn't / my mum / working / enjoy / at weekends!
7 music / love / we / listening to / rap
8 don't like / our dogs / in the kitchen / staying
9 fast cars / my brother / driving / enjoys
10 hate / homework / doing / we

7 Complete the interview using the words in brackets.

Steve *Do you like watching* (you / like / watch) TV Rick?
Rick No, I don't. I don't watch TV very often, but I [1] ________________ (like / watch / videos) on YouTube on my tablet. I [2] ________________ (not / like / play) computer games.
Steve [3] ________________ (you / like / talk) to your friends online?
Rick Yes, and I [4] ________________ (like / meet) them on Saturday afternoons.
Steve Where [5] ________________ (you / like / go) with your friends?
Rick We [6] ________________ (love / play / sports) so we usually meet at the sports centre.
Steve [7] ________________ (you / enjoy / go) to the shops?
Rick No, I don't! I [8] ________________ (hate / shop), but my sisters love shopping!

8 Complete the sentences to make them true for you. Use *like, love, enjoy* or *hate*.

0 I *don't like* watching music programmes on TV.
1 I __________ watching TV documentaries about animals.
2 I __________ surfing the internet.
3 My friends __________ chatting online.
4 I __________ watching football on TV.
5 My mum __________ listening to rap music.
6 I __________ getting up early.

9 PAIRWORK In pairs, ask and answer questions about what you like or don't like doing at the weekend.

	ME		______	
	Yes	No	Yes	No
1 stay at home	☐	☐	▨	✓
2 go to the cinema	☐	☐	▨	▨
3 play sport	☐	☐	▨	▨
4 read books	☐	☐	▨	▨
5 go shopping	☐	☐	▨	▨
6 play computer games	☐	☐	▨	▨

A *Paul, do you like staying at home at the weekend?*
B *No, I don't. I hate staying at home.*

1 Grammar

C Adverbs of manner

We use adverbs of manner to show *how* somebody does something or *how* something happens.
We usually put the adverb after the verb.

You're sitting very ***quietly***.
They're driving really ***fast***.

We usually form the adverbs from the adjectives related to them, making the following changes:

Regular adjectives + *-ly*

nice – nice**ly**

Adjectives of more than one syllable ending in *-y* → ~~*-y*~~ + *-ily*

easy – eas**ily** noisy – nois**ily**

Irregular adverbs

good – **well** fast – **fast**

10 Choose the correct answer.

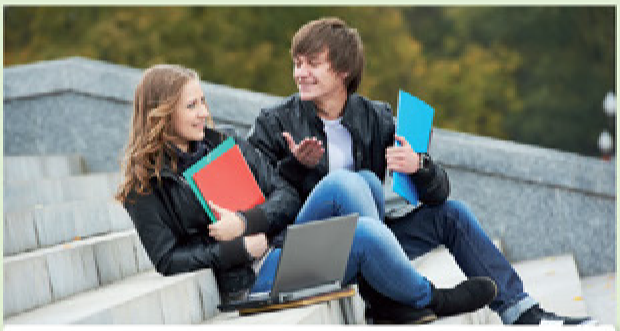
0 My sister sings very **bad** / [✓ **badly**].
1 This actor is speaking very **quick** / **quickly**.
2 Julie can act **well** / **good**.
3 This music is too **noisy** / **noisily**.
4 The children are sitting very **quiet** / **quietly**.
5 This exercise isn't **easy** / **easily**.
6 I can do this exercise **easy** / **easily**.

11 Complete the sentences with the correct adverbs using the adjectives in brackets.

0 My dad usually walks slowly but he's walking quickly today because he's late! (slow / quick)
1 David usually plays the piano ______ but today he's playing ______ . It's awful! (good / bad)
2 She usually speaks very ______ but now she's talking to a Spanish boy so she's speaking ______ . (quick / slow)
3 Mum usually drives ______ but she's driving ______ today because of the traffic. (fast / slow)
4 My sister usually speaks ______ but she's speaking ______ this evening because the baby's asleep. (loud / quiet)
5 The students usually behave ______, but today they're behaving ______ and they aren't listening to the teacher. (nice / bad)

Round-up

1 Read the dialogue and choose the correct answer.



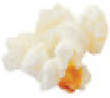
Helen Hi Mark. What ^{0}______ here?
Mark I'm just sitting here ^{1}______ . I'm thinking.
Helen What ^{2}______ about?
Mark About my little brother, Tom. He usually ^{3}______ really well at school, but this week he's behaving really ^{4}______ .
Helen Is he happy at school?
Mark I don't know. He usually ^{5}______ about school a lot, but this week he ^{6}______ about school at all.
Helen ^{7}______ a lot of homework?
Mark Yes, but he can usually do his homework ^{8}______ . He always ^{9}______ it really ^{10}______ .
Helen Has he got a lot of friends?
Mark Yes, but his best friend ^{11}______ his family in Brazil at the moment.
Helen I ^{12}______ that's why he isn't happy.
Mark Oh yes, you're right, Helen. Thanks.

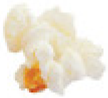
0 A do you do
[✓ **B**] are you doing
C you are doing
1 A quiet **B** quietly **C** well
2 A are you thinking
B do you think
C you're thinking
3 A is behaving **B** behave **C** behaves
4 A bad **B** well **C** badly
5 A is talking **B** talks **C** talk
6 A doesn't talk
B don't talk
C isn't talking
7 A Does he get **B** Is he getting **C** He gets
8 A easily **B** easy **C** bad
9 A is finishing **B** finish **C** finishes
10 A quickly **B** quick **C** slow
11 A visits **B** is visiting **C** visit
12 A think **B** is thinking **C** thinks

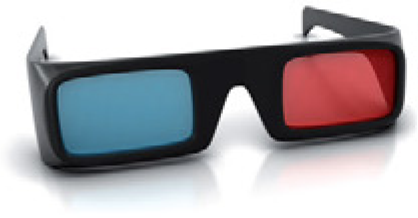
Functions 1

Buying cinema tickets

Cinema
995731
995731
ADMIT ONE
CINEMA
TICKET
ADMIT ONE
995731







1 **Mark is at the cinema with his father. Read and listen to the dialogue. Then complete the chart with the information about the screening of each film. Listen again and repeat.**

Dad	What time's the next screening of *Night at the Museum 5*, please?
Assistant	It's at half past eight.
Dad	How much are the tickets?
Assistant	They're £9.50 for adults and £7.00 for children under 14.
Dad	Can I have one adult ticket and one child's ticket, please?
Assistant	Certainly. That's £16.50 …
Dad	Thank you.
Mark	Which screen is it in?
Assistant	It's in Screen 2.
Mark	Great. Thanks very much.

GLOBE PICTURE HOUSE

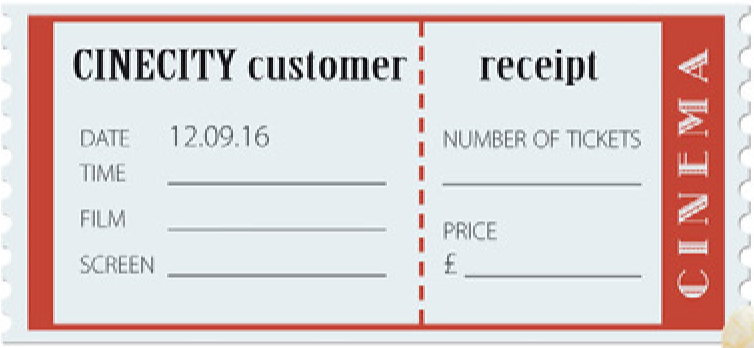
SCREEN 1	SCREEN 2	SCREEN 3
Iron Man 8 (12) Next screening: 19.45	Night at the Museum 5 (12) Next screening: [1] ______	Dracula's Daughter (15) Next screening: 20.30

Admission prices: Adults £ [2] ______ Children £ [3] ______

Key expressions

Questions	Answers
What time's the next screening of … ?	It's at half past eight.
How much are the tickets?	They're £9.50 for adults and £7.00 for children.
Can I have … tickets, please?	Certainly. That's £ …
Which screen is it in?	It's in Screen 2.

2 **Listen and complete with the missing information.**



CINECITY customer receipt

DATE 12.09.16
TIME ______
FILM ______
SCREEN ______
NUMBER OF TICKETS ______
PRICE £ ______

3 **PAIRWORK** **In pairs, choose one of the other films in exercise 1 and act out a dialogue using the information in the chart.**

COMPETENCES

cultural awareness and expression
civic and social competences
initiative

DOCTOR WHO?

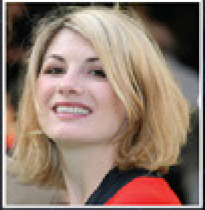
Doctor Who is a cult BBC science-fiction TV series in the UK. Children and adults love watching it! It's about the adventures of an alien Time Lord. Her name is the Doctor. She looks human, but she isn't. She has a special power: she can travel in time. She travels the Universe in her spaceship – the TARDIS. The TARDIS has a secret: on the outside it's a small, blue telephone box, but inside it's an **enormous** spaceship!

The Doctor is brave and intelligent. She loves travelling to distant parts of the Universe and she likes meeting new civilizations. She often helps them to fight their enemies and resolve **dangerous** situations. Sometimes she travels into the past and sometimes she travels into the future. The Doctor also likes being with young people and she always has teenage friends with her. They help her in her adventures. Her enemies are the Daleks, the Cybermen and the Zygons. The Doctor hates them, but *Doctor Who* fans love these monsters and baddies!

The *Doctor Who* science-fiction series is over 50 years old, but British people still love it. Why is it popular? Fans say because it combines different types of TV programmes – fantasy with science fiction, comedy with action – and it's always exciting. Every few years a new actor arrives to play the Doctor and this is an important part of the story – every fan has their favourite Doctor! Jodie Whittaker is the actress playing the Doctor now, after replacing actor Peter Capaldi in 2017. She is the first woman to play this character and the thirteenth Doctor.

POLICE PUBLIC CALL BOX
BOX

- **Peter Capaldi** as the twelfth Doctor (2013–2017)



- **Jodie Whittaker** as the thirteenth Doctor (2017– …)

Glossary

spaceship	*(especially in stories) a vehicle used for travel in space*
enormous	*very big, huge*
dangerous	*(a person, animal, thing, or activity) that could harm you*

Skills and culture 1

Reading

1 **Read and listen to the first paragraph of the text, then choose the correct answer.**

1	What is *Doctor Who*?	**A** a film	**B** a TV series	**C** a website
2	What is it about?	**A** time travel	**B** hospitals	**C** science

2 **COMPREHENSION** **Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones.**

		T	**F**
1	*Doctor Who* is a TV series for children and adults.	☐	☐
2	The Doctor is a human.	☐	☐
3	The Tardis is an alien.	☐	☐
4	The Doctor doesn't like travelling.	☐	☐
5	The stories in the series are always about the future.	☐	☐
6	The Doctor always travels with his teenage companions.	☐	☐
7	*Doctor Who* is a new TV series.	☐	☐
8	The same actor always plays the Doctor.	☐	☐

Listening

3 **Listen to Julie and Mark talking about TV programmes. Complete the table.**

	👍👍 love		👍 like		👎 don't like		👎👎 hate	
	Julie	Mark	Julie	Mark	Julie	Mark	Julie	Mark
Documentaries	✓							
Sports programmes								
Detective series								
Japanese cartoons								
Disney cartoons								

Study tip

Linkers and, but, because

We use the linking words (*linkers*) *and, but, because* to add ideas together and make them coherent.

- *and* adds information;
- *but* expresses opposing views;
- *because* explains something.

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn

Speaking

4 **PAIRWORK** **Copy the table in exercise 3 in your notebook and complete it for you. In pairs, ask and answer questions about TV programmes.**

A *Do you like watching documentaries?*
B *Yes, I do. What about you?*

Writing

5 **Write a short text about TV programmes you like or dislike. Use the following example as a model.**

My favourite kinds of TV programmes are cartoons. I usually watch cartoons in the afternoon after school. At the weekends I watch sports programmes. I love sports programmes about basketball and Formula 1, but I hate watching programmes about golf because …

1 Vocabulary strategies

COMPETENCES
learning to learn
civic and social competences

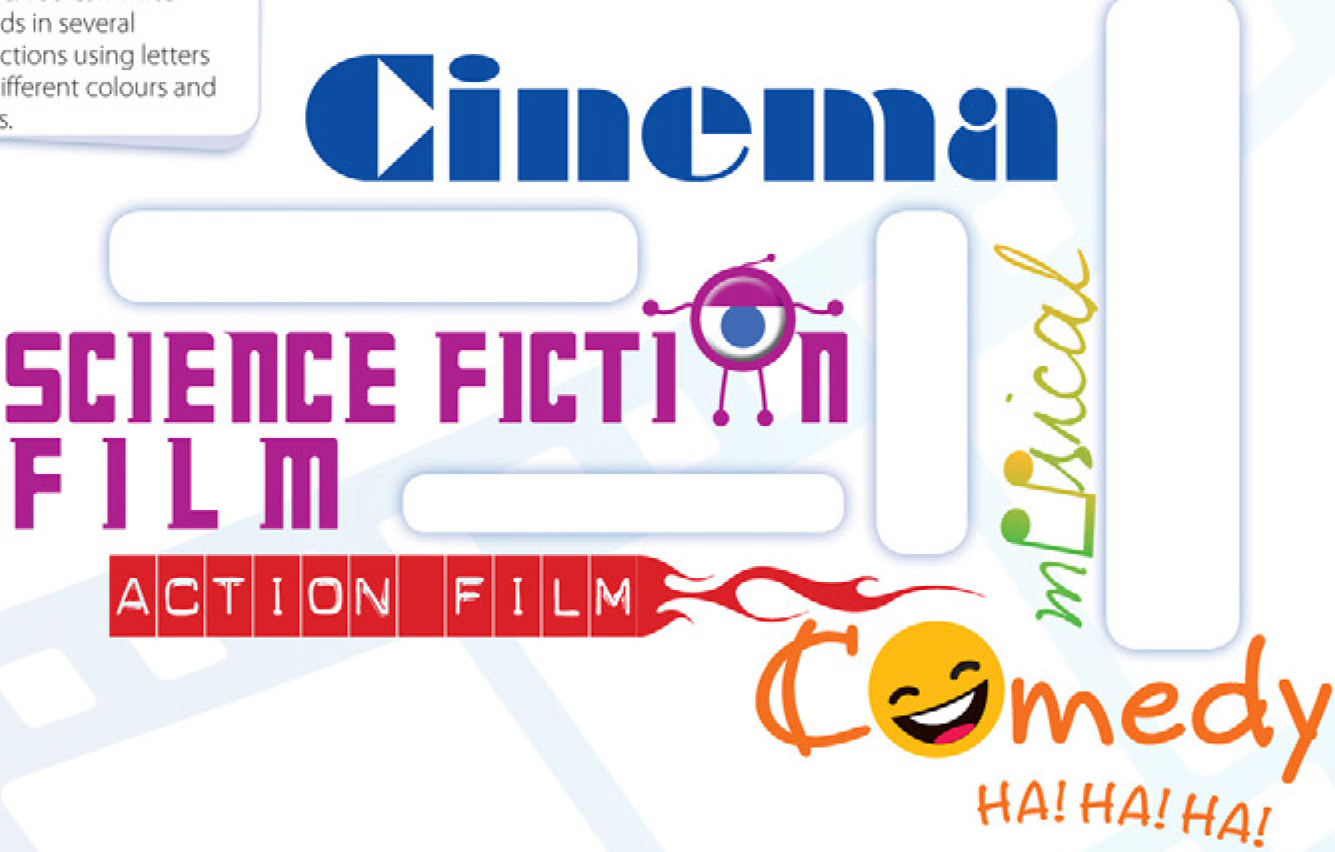
Strategy

Creating *word clouds* is a fun way to collect and remember words referring to a same topic. You can write words in several directions using letters of different colours and sizes.

Creating a word cloud

Films

1 **Look at the kinds of films on pages 10–11 and complete the *word cloud* with four other categories.**



TV programmes

2 **Now make a *word cloud* for TV programmes with the words on page 156.**

GAME

Speedwriting

- In pairs, write the name of a TV programme as fast as you can for each category in exercise 2.
- Whoever finishes first says ‘Stop’. At that point, put down your pens and compare the words.
- Play a second round with names of films.

Listening

In some listening exercises, you hear five short dialogues. Each dialogue is associated with a question and three pictures. You have to listen to each dialogue twice, then answer each question choosing the correct picture.

LET'S PRACTISE!

1 Look at the pictures in exercise 3 and answer the questions.

1 What's the boy doing in each picture?
2 How do you say the prices?
3 What kinds of films are they?
4 What kinds of television programmes are they?
5 What is the girl doing in each picture?

STRATEGIES

Before you listen

- Read the question carefully and study the three pictures.
- Identify similarities and differences between these pictures.

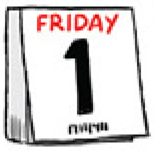
While you listen

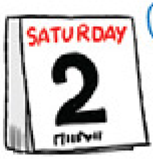
- Listen carefully and study the pictures.
- Do not choose the first picture you remember hearing about in the dialogue. Often, all three are mentioned, so you have to understand the context to answer correctly.
- The first time you listen, choose the picture you think is correct.
- The second time you listen, check your answer.

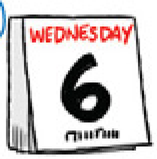
2 Listen to the dialogue. Then read it (*example dialogue*) and circle the days of the week. Why are they mentioned?

Example

0 When does the new film start?

A


B


[✓ C]


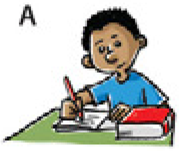
The correct answer is C.

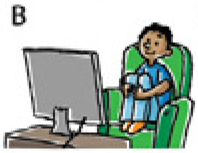
Example dialogue

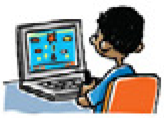
Dan Hi, Jo.
Jo Hey, Dan. The new film with Nick DiMartino is on at the cinema this week.
Dan Wow! Really? I want to see it!
Jo Me, too. I usually go to the cinema on Saturdays …
Dan I can't go on Saturday.
Jo The new film starts on Wednesday but I can't go out on school days.
Dan I know! We can go on Friday!

3 Listen to five short dialogues. Each dialogue corresponds with a different question. Choose the correct answer (A, B or C).

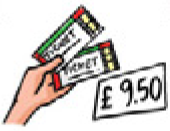
1 What does Will like doing in the evenings?

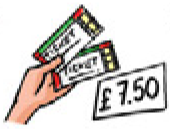
A


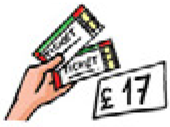
B


C


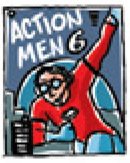
2 How much do the children's tickets cost?

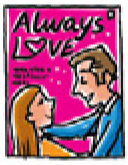
A


B


C


3 Which film do they choose?

A


B


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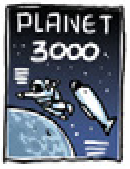

4 Which TV programme is on at 8:30?

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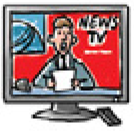

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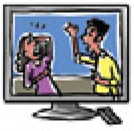

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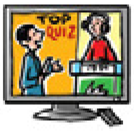
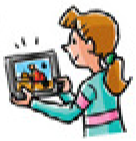


5 What's Molly doing?

A


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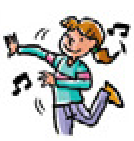

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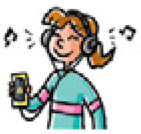


2 Tomorrow it'll be cold and windy

1 *sunny*

2 __________

5 __________

6 __________

7 __________

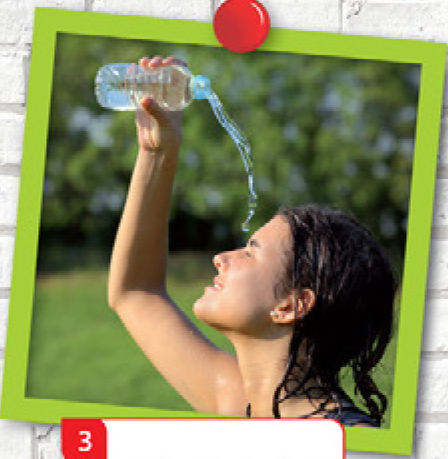
Weather and temperature

1 Write the weather words in the box under the pictures. Listen and check. Then listen again and repeat.

freezing warm
cloudy snowing
windy cold ~~sunny~~
raining hot foggy

2 Listen to these people talking about the weather and complete the sentences.

0 Vanessa doesn't like the weather in England because it's *cold* .
1 Today in England it's __________ .
2 It's usually __________ in Galway in summer.
3 It's __________ and __________ today in Galway.
4 In winter in Patagonia it's __________ .
5 Today it's __________ in Scotland.
6 It's __________ in Milan today.



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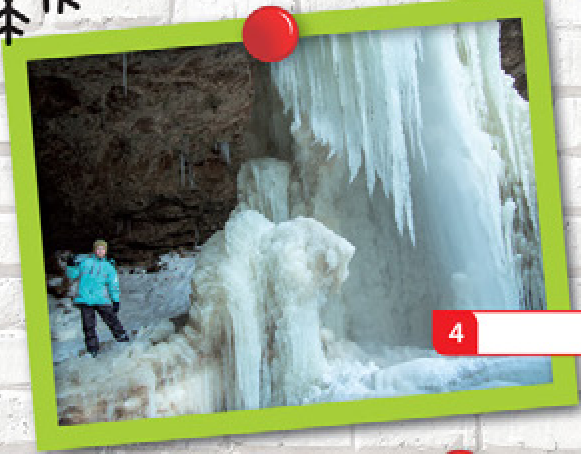

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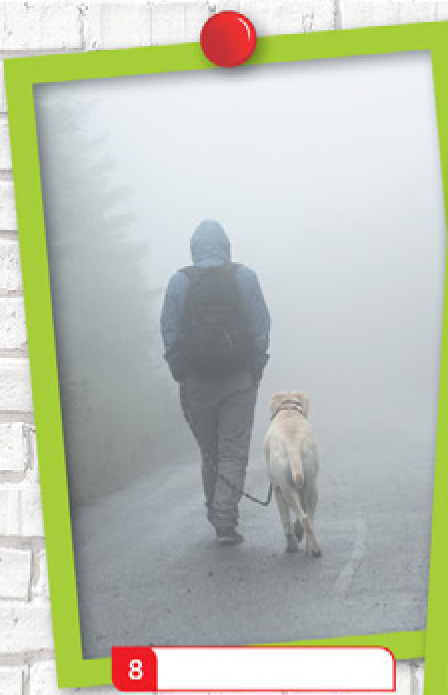

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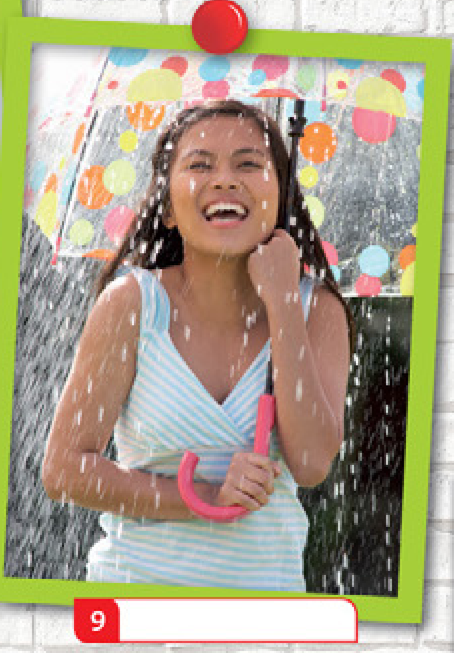

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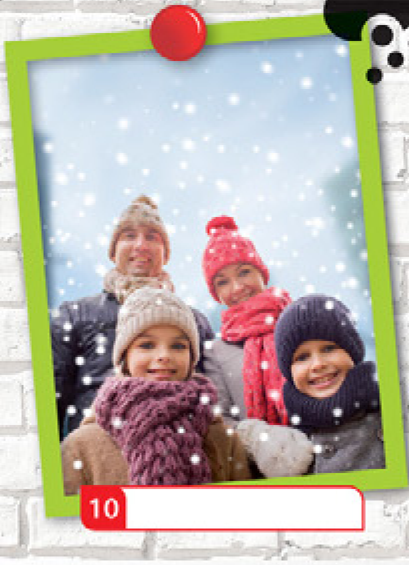

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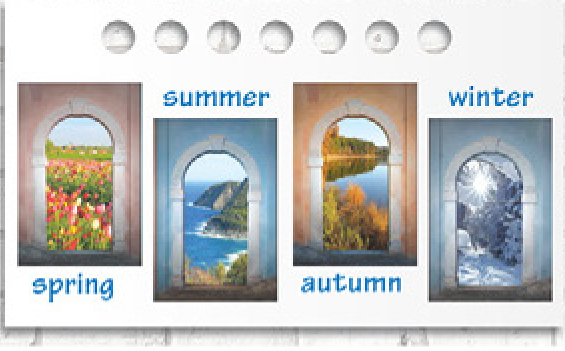


3 Complete the sentences with the words in exercise 1.

0 I can't see the road. It's so *foggy* .
1 It's –8 °C. It's ____________ .
2 Where's my umbrella? It's ____________ .
3 The weather is good here and it's ____________ .
4 It's very ____________ . I think it's going to rain.
5 It's ____________ today – let's go windsurfing.
6 In the desert it's more than 40 °C! It's really ____________ .
7 It's 25 °C so it's very ____________ today. Let's go to the beach!
8 Finally we can go skiing! It's ____________ .

Word bank p. 157

4 What's your favourite kind of weather? What kind of weather don't you like? Why? Write some sentences.

I like / love it when it's *warm and sunny* because *we can go to the beach* .
I don't like / hate it when it's *raining* because *we can't play tennis* .

5 PAIRWORK Ask and answer questions about the weather.

A *Do you like it when it's ...?*
B *Yes, I do. I love it. / No, I don't. I hate it.*
A *Why? / Why not?*
B *Because ...*
A *What's the weather usually like in summer?*
B *It's ...*

2 Dialogue

DVDSTORY 02

Will it be nice on Sunday?

1 **READ AND LISTEN** **Underline all the words referring to the weather.**

Kate So, let's check if we've got everything for our trip to York and Whitby. Here are the train tickets and reservation details for the hostel.

Sean Do you think it will be cold in York? After all, it's winter and it may be freezing up there!

Kate Oh, come on! We aren't going to the North Pole! Anyway, I didn't see the weather forecast last night.

Sean I've got a cool weather app on my smartphone. Let's check it.

Sean checks his app.

Tom So, what will the weather be like at the weekend, Sean?

Sean On Saturday morning it will be cold and cloudy. And it may rain in the afternoon.

Tom If the weather is bad, it won't be a problem. We might visit the National Railway Museum if it rains.

Kate How boring! I really hope it won't rain, then!

Tom Will it be nice on Sunday, when we're in Whitby?

Sean Yes, it will. It'll be warm and sunny.

Tom It'll be the ideal weather to walk up to the abbey. We might meet Count Dracula if we're lucky!

Listen again and repeat.

Everyday English

after all
Come on!
it may / might
if

Get it right!

We use *may* and *might* to say that something is possible and to express our uncertainty about future events.

Tomorrow it ***may / might*** be cold. (I'm not sure.)

2 COMPREHENSION Read the dialogue again and answer the questions. Write complete sentences.

1 Why is Sean worried?
2 What will the weather be like in York on Saturday morning?
3 What might the students do if it rains in the afternoon?
4 What will the weather be like on Sunday?
5 Why doesn't Anna want to go to the museum?
6 Who might they meet in Whitby?

3 Choose the correct answer.

1 Do you think **it will** / **will it** be cold in York?
2 Sean thinks it **will** / **may** be freezing in York.
3 They will **to visit** / **visit** the museum.
4 Kate hopes it **will** / **won't** rain because she doesn't want to go to the museum.
5 They **walk** / **will walk** to the abbey, **meet** / **to meet** Count Dracula.

4 Fill in the gaps with information from the dialogue on page 24. Listen, check and repeat.

1 Tom What will the weather be __________ at the weekend, **Sean**?
Sean On Saturday morning it __________ **cold and cloudy**.
And it __________ **rain** in the afternoon.

2 Tom __________ **nice** on Sunday, when we're in **Whitby**?
Sean __________ . It __________ **warm and sunny**.

5 PAIRWORK Act out the dialogue in exercise 4. Change the words in bold, using your own ideas.

Pronunciation – Intonation in questions

When we ask *Wh- questions* (*who, what etc.*) in English, our voice goes down. When we ask *yes / no* questions, our voice goes up.

6 Listen and repeat.

Who's that man near your car? ↘
When are your parents coming back? ↘
What are you going to do tonight? ↘
Where are the changing rooms? ↘

Are you tired? ↗
Would you like some tea? ↗
Does your father work in a hospital? ↗
Did you see John yesterday? ↗

2 Grammar

A *Will* – Affirmative form

Long form	Short form
I **will** go.	I**'ll** go.
You **will** go.	You**'ll** go.
He / She / It **will** go.	He / She / It**'ll** go.
We / You / They **will** go.	We / You / They**'ll** go.

Subject + ***will*** + **base form of the verb**

We use *will* to:

1 make predictions;

It **will** be cloudy tomorrow.

2 make promises and offers.

I**'ll** make the sandwiches for the party.
I**'ll** tidy my room every Saturday.

B *Will* – Negative form

Long form	Short form
I **will not** go.	I **won't** go.
You **will not** go.	You **won't** go.
He / She / It **will not** go.	He / She / It **won't** go.
We / You / They **will not** go.	We / You / They **won't** go.

Subject + ***will*** + ***not*** + **base form of the verb**

To make the negative form of *will*, we put *not* between *will* and the base form of the verb.

Get it right!

Pay attention not to confuse *won't (will not)* + base form of the verb with *want* + *to* + base form of the verb.

I **won't** live in a big city.
I **want to** live in a big city.

1 Complete the sentences with *will* and one of the verbs in the box.

~~get married~~ make study win
write leave live have travel

0 You will get married at the age of 30.
1 One of your relatives ________________ you a lot of money.
2 You ________________ in a house on a tropical island.
3 You ________________ to a lot of countries.
4 You ________________ four children.
5 Your children ________________ at the best university in the world.
6 One of your children ________________ the Nobel Prize for Medicine.
7 You ________________ a great book about your life.
8 A famous film director ________________ a film from your book.

2 Complete the sentences with *will* or *won't*.

0 It's very cloudy. I think it will rain.
1 Tom doesn't study enough. He ___________ pass the English test.
2 It ___________ snow today because it's too warm.
3 The weather forecast says it ___________ rain all day tomorrow.
4 Kate ___________ invite Colin to her party because she doesn't like him.
5 My brother hates sports, so he ___________ come to the football match with us.
6 Jane can play tennis very well. I think she ___________ win the match easily.
7 Joe and Brad are late for class again. Their teacher ___________ be very angry.
8 Mary is very good at languages. I'm sure she ___________ learn Russian very quickly.

C *Will* – Interrogative form and short answers

Interrogative form	Short answers	
	Affirmative	Negative
Will I **go**?	Yes, you **will**.	No, you **won't**.
Will you **go**?	Yes, I **will**.	No, I **won't**.
Will he **go**?	Yes, he **will**.	No, he **won't**.
Will she **go**?	Yes, she **will**.	No, she **won't**.
Will it **go**?	Yes, it **will**.	No, it **won't**.
Will we **go**?	Yes, you **will**.	No, you **won't**.
Will you **go**?	Yes, we **will**.	No, we **won't**.
Will they **go**?	Yes, they **will**.	No, they **won't**.

Will	+	**subject**	+	**base form of the verb?**
Yes,	+	**subject**	+	***will.***
No,	+	**subject**	+	***won't.***

We always use the same form (*will*) in short affirmative answers, while in short negative answers we usually use the short form (*won't*).

3 Write questions with *will*. Then write affirmative (+) or negative (–) short answers.

0 it / be / sunny / tomorrow? (+)
'Will it be sunny tomorrow?' 'Yes, it will.'
1 you / live / in a small village? (–)
2 your English teacher / give / you / a test / this week? (+)
3 you and your friends / go / to the cinema / on Saturday night? (–)
4 an Italian film / win / an Oscar / next year? (–)
5 George Clooney / become / the president of the USA? (–)
6 it / snow / at the weekend? (–)
7 you / go / to England / next summer? (+)
8 all your friends / go / to university? (–)

D *Question tags* – Asking for agreement (negative tags after affirmative sentences)

Positive sentence (+)	Negative sentence (–)
It**'s** cold today,	**isn't** it?
We **can** go to the cinema,	**can't** we?
It **will** be sunny tomorrow,	**won't** it?
Tom **likes** the beach,	**doesn't** he?
Mary **has got** three sisters,	**hasn't** she?

Question tags are short questions that we add at the end of a sentence in spoken English and sometimes in informal writing. They can be used to ask for **agreement**.

4 Complete the sentences using the question tags in the box.

isn't he hasn't she ~~don't you~~
won't it don't they won't she can't you

0 'You speak French, don't you ?'
'Yes, I do.'
1 'Cathy's got curly hair, ________?'
'Yes, that's right.'
2 'She'll be late again, ________?'
'I think so.'
3 'Jack's on holiday, ________?'
'No, he's at home until next week.'
4 'Pat and Mike live in London, ________?'
'Yes, they do.'
5 'You can swim, ________?'
'Unfortunately, I can't.'
6 'It will be a freezing winter, ________?'
'That's what the weather forecast says.'

2 Grammar

Round-up

E *Question tags* – Asking for agreement (affirmative tags after negative sentences)

Positive sentence (+)	Negative sentence (–)
It **isn't** cold today,	**is** it?
We **can't** go to the cinema,	**can** we?
It **won't** be sunny tomorrow,	**will** it?
Tom **doesn't** like the beach,	**does** he?
Mary **hasn't** got three sisters,	**has** she?

We can use a **positive sentence** + a **negative tag** (+, –) or a **negative sentence** + a **positive tag** (–, +).
If the main sentence has an auxiliary verb or ***be***, this is used in the tag. If not, ***do*** is used.

She **isn't** doing her homework, is she?
You **don't** go swimming every Friday, do you?

There can be used as a subject in tags.

There isn't a problem, **is there**?

Get it right!

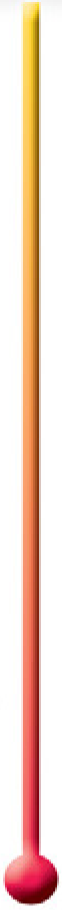
We do not use tags after questions.

It**'s** cold, **isn't** it? It**'s not** warm, **is it**?
BUT NOT ~~Is it cold, isn't it?~~

5 Put a question tag at the end of these sentences.

0 They aren't coming, *are they*?
1 You don't feel well, ________?
2 Harry won't spend Christmas with his family, ________?
3 Your sister doesn't like ice cream, ________?
4 It isn't that bad, ________?
5 There isn't any milk in the fridge, ________?
6 You can't take part in the contest, ________?

6 Read the interview and choose the correct answer (PJ = Professor Jones, P = Presenter).



PJ The weather is getting warmer and I think the situation ^{0}[✓ **will become**] / **becomes** very serious for us soon.

P We have to do something quickly, ^{1} **won't / don't** we?

PJ Yes, the ice at the Poles is already turning to water because temperatures are higher than in the past. Consequently, there ^{2}**will / won't** be more water in the oceans and the sea might cover some tropical islands.

P What ^{3}**will happen / happens** to animals like penguins or polar bears?

PJ There ^{4}**will / won't** be any more penguins or polar bears if they can't find any food.

P ^{5}**Will we / We will** have lots of extreme weather?

PJ Yes, the weather might be very bad. I think hurricanes ^{6}**will / won't** be stronger and the Mediterranean countries ^{7}**will / won't** become deserts.

P That's all very pessimistic. There is good news too, ^{8}**isn't / won't** there?

PJ I'm afraid there ^{9}**will / won't** be any good news if we don't do anything about it. I think that if we change our way of life a little, things will be better. But if we don't do anything, there ^{10}**will be / are** big problems for us in the future.

7 PAIRWORK How will your life change in 20 years' time? Make notes.

In 20 years' time …	ME	My partner
1 you / be married?	________	________
2 you / have any children?	________	________
3 What kind of job / you / have ?	________	________
4 Which hobbies / you / have?	________ ________	________ ________
5 Where / you / live?	________	________
6 you / live / flat or house?	________	________

Exchange information with a partner and take notes of his / her answers. Then tell the class about your partner's plan.

A *Will you be married in 20 years' time?*
B *Yes, I will. And I'll have three children.*
A *I'll be married too, but I won't have any children.*

Making offers and promises

COMPETENCES

cultural awareness and expression
civic and social competences
initiative

1 **Read and listen to the dialogue and fill in the gaps. Listen again and repeat.**

Mel Sheila, tomorrow it's Kate's birthday. I don't know what to buy her.
Sheila [1]__________ I come with you to the department store?
Mel Yes, [2]__________ . [3]__________ get ready straightaway.

At the department store.

Mel Look! What [4]__________ that T-shirt?
Sheila Yes, that's a good [5]__________ . I'm sure Kate [6]__________ like it.
Mel It's really nice but it's £30. That's really expensive.
Sheila OK. [7]__________ we pay half each? Kate's my friend, too!
Mel Oh, thanks, Sheila. [8]__________ help you with your maths homework, I promise.
Sheila That's fantastic. That's very nice of you.

Key expressions

Offers and promises	Responses
Shall I come with you to …?	Yes, please. / No, thanks.
Shall we pay …?	Oh, thanks, Sheila.
I'll help …	That's very nice of you.

2 **Listen and say which dialogue is about:**

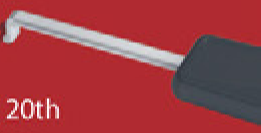
A going to the cinema Dialogue _____
B organising a party Dialogue _____
C meeting a girl Dialogue _____

3 **Listen again and complete the sentences. Then listen and check.**

Dialogue 1 __________ I __________ you to her?
Dialogue 2 I __________ some sandwiches.
__________ I __________ some pizzas?
Dialogue 3 __________ I __________ us some tickets?
__________ we __________ *The Hunger Games* on TV instead?

4 **PAIRWORK** **Decide with your partner what to buy for one of your friends for his / her birthday and write a dialogue similar to the one in exercise 1. Then act it out.**

The power of nature



The first earthquake happened in the middle of the night on 20th May 2012. I was asleep when suddenly my bed started **shaking** violently. My family and I ran quickly down the stairs into the street. There was a second earthquake nine days later. The two earthquakes killed seven people, **injured** another 50 and badly **damaged** most of the buildings in our town. After the earthquake we lived and slept in the streets for several days. I know that my country is in a seismic area, but some scientists think that one of the causes of the earthquake might be 'fracking', the process of **drilling** down into the earth to find gas. If fracking continues, there might be more earthquakes. **(Luca from Finale Emilia, Italy)**

Avalanches are quite common in the Swiss-Austrian Alps but what happened in 1950-51 is called 'The Winter of Terror'. My grandfather remembers that in three months about 650 avalanches killed more than 265 people and damaged thousands of buildings. Heavy snowfalls, loud noises, vibrations and increases in temperature can cause avalanches. If climate change causes temperatures to **rise**, there will be more avalanches and there will be more deaths and destruction. **(Anton from Innsbruck, Austria)**

Achtung!
Hier verlassen Sie das gesicherte Skigebiet!
Alpine Gefahren!
Attention!
You are leaving the secured skiing area.
Alpine dangers!

1

Study tip

Reading for specific information

- Think over what you must find in the text.
- Don't read all the words.
- Look through the text quickly and underline the key words or sentences.
- Read the underlined sentences again carefully.

Reading

1 **Read and listen to the text. Match the names of the people to the photos.**

Photo 1 ________ **Photo 2** ________ **Photo 3** ________

2 **COMPREHENSION** **Read the text again and answer the questions.**

1 How did Luca know it was an earthquake?
2 What might be one of the causes of earthquakes?
3 What happened in 1950-51 in Austria?
4 What are the main causes of avalanches?
5 What happened when Hurricane Katrina struck New Orleans?
6 Why is Claire worried about the future?

Listening

3 **Listen and complete the weather forecasts.**

	Scotland and Northern England	Wales and the South West	Central England	The South and South East
Today	______	______	______	______
Tomorrow	______	______	______	______

2

I remember the day before Hurricane Katrina arrived in New Orleans in August 2005. We received an evacuation order from the authorities. 80 per cent of the population left New Orleans. Some people took refuge in the Superdome, a stadium located on high ground, while others waited at home. I didn't have a car, so I went to the Superdome. The following day the storm arrived and the **levees** broke. About 80 per cent of the city was submerged under dirty water. Hurricane Katrina killed nearly 2,000 people and thousands of people lost their homes. It happened nine years ago but some areas of the city are still full of abandoned houses. **Will** New Orleans ever **recover** from the disaster? There will certainly be more hurricanes. Will my city still be so vulnerable in the future? **(Claire from New Orleans, USA)**

3

Glossary

shaking	*moving backwards and forwards or up and down in quick, short movements*
injured	*hurt*
damaged	*destroyed*
drilling	*making holes*
rise	*increase, grow*
levees	*walls of soil or other materials that are built next to a river to stop the river from flowing over the edges*
Will … recover	*Will … become completely well again*

Speaking

4 **PAIRWORK** **Complete the chart with a weather forecast about a country of your choice. In pairs, ask and answer questions about your partner's country.**

Country: ______________________

	The North	The West	The South	The East
Temperature	________ °C	________ °C	________ °C	________ °C
Conditions	____________ ____________	____________ ____________	____________ ____________	____________ ____________

Writing

5 **As part of a student exchange programme a Finnish boy / girl is staying with you and your family for a week at Easter. Send him / her an email with the following points:**

- say how happy you are about his / her visit;
- give a short description of your town;
- describe the activities you will organise: where you will take him / her, what you will do, what the weather will be like, etc.

Dear …
I'm really happy that you're staying with us at Easter and …

COMPETENCES

competence in science and technology
civic and social competences
learning to learn

2 Vocabulary strategies

COMPETENCES
learning to learn
civic and social competences

Strategy

Using a monolingual dictionary is a good way to improve your English and learn new words.

Monolingual dictionaries usually give the definition of the word and a sentence as an example to illustrate the context in which we use it.

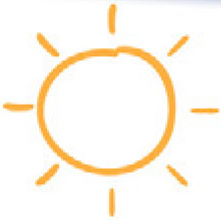
Using a monolingual dictionary

Weather and temperature

1 Put the words in alphabetical order.

windy thunderstorm foggy hurricane
flood freezing snow avalanche

1 ____________ 2 ____________ 3 ____________ 4 ____________
5 ____________ 6 ____________ 7 ____________ 8 ____________



2 Look at the dictionary entry and answer the questions.

snow¹ /snəʊ/ *noun* [U]
soft white pieces of frozen water that fall from the sky when the weather is cold:
children playing in the snow
heavy snow / rain
an occasion when a lot of snow / rain falls

snow² /snəʊ/ *verb*
it snows
If it snows, snow falls from the sky:
It snowed all day yesterday.
be snowed in
to be unable to leave a place because there is too much snow:
We were snowed in for two days.
be snowed under
to have too much work:
I'm snowed under with homework.

1 What's the definition for the noun *snow*?
2 What's the example sentence?
3 What other words are associated?
4 What's the definition for the verb *snow*?
5 What's the example sentence?
6 What other words are associated?

3 Now look up these words in a learner's dictionary.

rain climate cloudy avalanche freezing hurricane

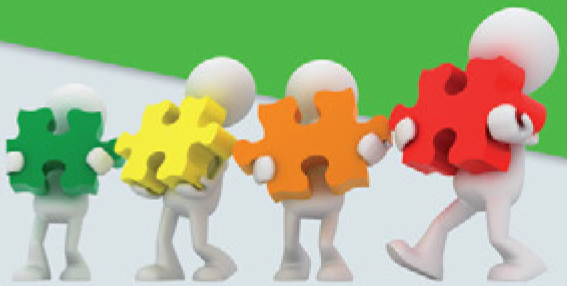
For each one, write:

A the part of speech (noun, adjective, adverb, preposition or verb);
B the definition;
C an example sentence.

Articulate!

- Write the words in Word bank 2 (page 157) on 12 pieces of card.
- Mix the cards and place them face down.
- Split into two teams. Each team takes a turn to nominate a player. The player picks a card and has one minute to give a definition of the weather condition without saying the word.
- If the team guesses the word, they score a point and keep the card. If they don't, the card goes to the bottom of the pile.

EVALUATION TEST UNITS 1-2



Vocabulary

1 Write six kinds of films.

1 ______________ 4 ______________
2 ______________ 5 ______________
3 ______________ 6 ______________

___ / 6

Grammar

2 Choose the correct answer.

1 **I always go / I'm always going** swimming on Sundays.
2 **It rains / It's raining** so we can't go out.
3 **I'm usually working / I usually work** on Saturdays but luckily **I'm not working / I don't work** today.
4 Why **you drink / are you drinking** milk? You **don't like / aren't liking** it!
5 **We always go / We're always going** on holiday to Greece but this year we **are wanting / want** a change.
6 Where **are we going / do we go** now?

___ / 12

3 Underline the mistakes and correct the sentences.

1 We study for the exam tomorrow.
2 Charlie loves the cinema, but I'm enjoying the theatre.
3 I'm usually playing football on Sundays.
4 Why you are looking at me?
5 I'm not liking cheese.
6 We're watch the video right now.
7 She has a shower at the moment.
8 We are not meeting every week.

___ / 8

4 Complete the sentences about what they like or don't like doing. Use the verbs in the box.

visit eat be meet stay
speak go watch

1 Jim likes __________ fish and chips.
2 I hate _______ late for school in the morning.
3 They don't like __________ films on the computer.
4 We enjoy __________ to the cinema at weekends.
5 I don't like __________ English.
6 My parents hate __________ at home on Saturday evenings.
7 I love __________ new places on holiday.
8 Do you enjoy __________ new people?

___ / 8

5 Choose the correct answer.

1 Wow, you speak English really **good / well**.
2 Come in **quiet / quietly** – everybody's asleep.
3 I don't like that music – it's too **noisy / noisily**.
4 We're winning the game **easy / easily**.
5 That film isn't very **good / well**.
6 Can you run **fast / fastly**?
7 This exercise is just so **easy / easily**.
8 Speak **slow / slowly** please, I can't follow you.

___ / 8

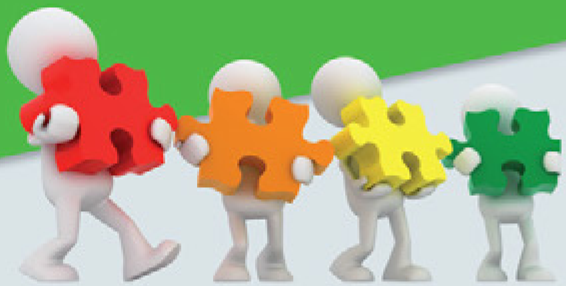
Functions

6 Complete the dialogue with the correct words.

Customer What [1] __________ is the next screening of *Midnight Stars*, please?
Assistant It's at quarter [2] __________ nine.
Customer Ok, it's nine o'clock now, so I've got fifteen minutes left. How [3] __________ are the tickets?
Assistant [4] __________ 're £10.50 for adults and £7.50 for children [5] __________ 14.
Customer [6] __________ I have one adult ticket and two children's tickets, please?
Assistant [7] __________ – that's £25.50…
Customer Here you are.
Assistant Thank you.
Customer [8] __________ screen is it in?
Assistant Screen 3.
Customer Thanks a lot.

___ / 8

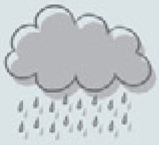
TOTAL ___ / 50

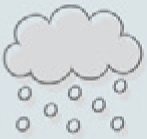


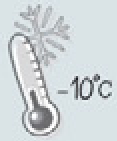
UNITS
EVALUATION TEST 1-2

Vocabulary

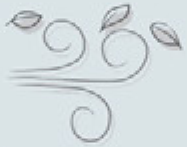
1 Look at the pictures and write the suitable weather words.

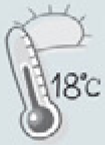






1 __________ 2 __________ 3 __________





4 __________ 5 __________ 6 __________

___ / 6

Grammar

2 Complete the sentences with *will* or *won't*.

1 The weather __________ (be) wet and cold tomorrow. (+)
2 You __________ (arrive) at school late! (+)
3 I __________ (get) a good mark in the test. (–)
4 It __________ (snow) tonight. (–)
5 He __________ (win) the race. (–)
6 I think we __________ (have) fun at the weekend. (+)
7 They __________ (pass) the exam easily. (+)
8 You __________ (become) a famous actor! (–)
9 My team __________ (beat) your team! (+)
10 We __________ (stay) at home on Friday. (–)

___ / 10

3 Complete the questions using the prompts and *will*. Give short answers.

1 ____________________ (it / rain) tomorrow? No, __________ .
2 ____________________ (you / learn) French at your new school? Yes, __________ .
3 ____________________ (your parents / come) to the school concert? Yes, __________ .
4 ____________________ (the teacher / give) us a test next week? No, __________ .
5 ____________________ (your sister / be) angry with you? Yes, __________ .

___ / 10

4 Choose the correct answer.

1 He is coming, **isn't / doesn't** he?
2 Mary likes flowers, **doesn't / isn't** she?
3 She will help you, **will / won't** she?
4 The weather will be very cold tomorrow, **won't / will it**?
5 You don't feel well, **don't / do** you?
6 You won't enter the competition, **will / do** you?

___ / 6

5 Complete the sentences with the correct question tags.

1 It's Sarah's birthday tomorrow, __________?
2 We can visit Mark and Julie this weekend, __________?
3 Paul doesn't like football, __________?
4 You'll meet me at the bus stop, __________?
5 There won't be anyone here on Monday, __________?
6 You don't feel ill, __________?
7 Lisa has two brothers, __________?
8 You'll be 14 years old next month, __________?
9 You won't wear that ugly hat, __________?
10 She lives in a four-bedroom apartment, __________?

___ / 10

Functions

6 Complete the sentences with the phrases.

Questions: get you I introduce 'll make shall

Answers: yes thanks nice of you very much

1 ‘__________ we cook the dinner?’ ‘Thanks __________.’
2 ‘Shall __________ you to Ellie?’ ‘__________, please.’
3 ‘I __________ the birthday cake!’ ‘__________. That's fantastic.’
4 ‘I'll __________ an aspirin!’ ‘That's very __________.’

___ / 8

TOTAL ___ / 50

COMPETENCES
learning to learn

Key strategies 2

Reading and writing

In some reading and writing exercises you are given five sentences referring to a same topic. You have to complete each sentence choosing the correct option: A, B or C.

STRATEGIES

- Before you choose, read each sentence and the three options (A, B and C) carefully.
- Try to read the sentences using all the three options. Which of them makes more sense?
- Choose the option that you think is the most suitable.

1 Read the sentences about a day out. Choose the best word (A, B or C) for each space.

0 The Martin family __________ going on a trip tomorrow.
[✓ **A** are] **B** will **C** does

The correct answer is A.

1 They ___ go to the beach if the weather's nice, won't they?
A was
B will
C is

2 Mr Martin says it will rain tomorrow, ___ he?
A not
B doesn't
C does

3 They _____ visit a castle on their holiday.
A want
B will
C are

4 The children __________ to go to the beach.
A won't
B want
C likes

5 Mrs Martin doesn't mind __________ to the beach or the castle.
A going
B go
C went

In other reading and writing exercises you are given five conversations, each of two lines. You have three possible options to answer in each case. You have to read the two lines of each conversation and choose the correct option: A, B or C.

STRATEGIES

- Read each line carefully.
- Now try to answer using all the three options. Which of them makes more sense?
- Choose the option that you think is the most suitable.

2 Complete the five conversations. Choose the correct answer: A, B or C.

0 What are you going to do?
A I'm watching TV.
[✓ **B** I don't know.]
C We're doing our homework.

The correct answer is B.

1 I don't like cold weather!
A So do I!
B It's freezing.
C Neither do I.

2 Hi, can I speak to Rory?
A Who's calling?
B Are you Rory?
C Rory hasn't got a phone.

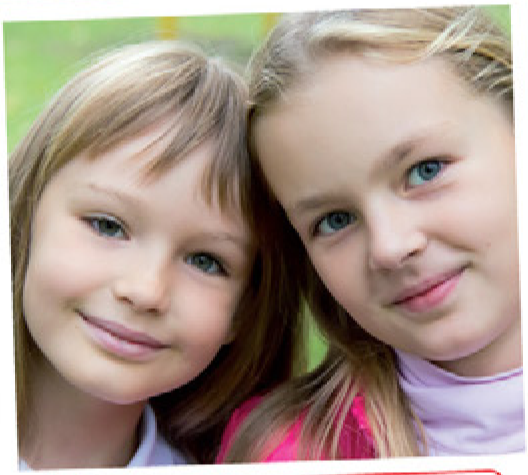
3 Shall I cook the dinner?
A I never cook the dinner.
B Yes, please.
C No, you don't.

4 Would you like an ice cream?
A No, I don't.
B Yes, I will.
C No, thanks.

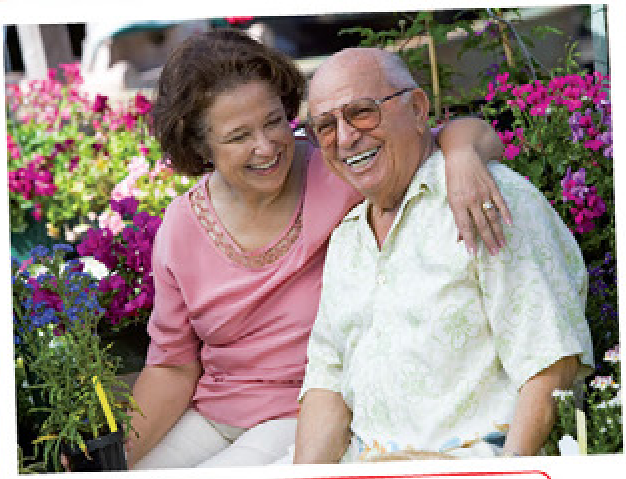
5 I'll go to the shop for you!
A No, thanks. I can't.
B I might go shopping.
C Thanks. That's nice of you.

3 His hair was black

https://ro.pinterest.com



1 Rachel and Lisa



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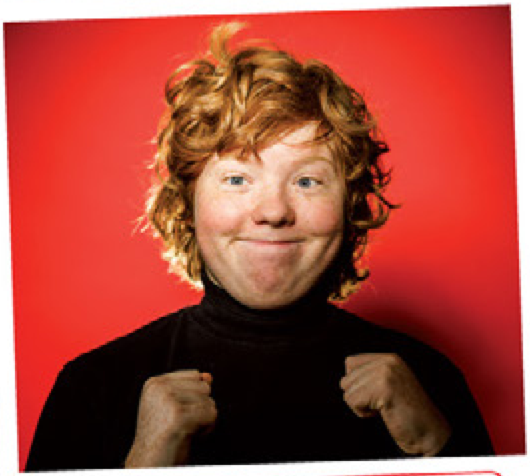

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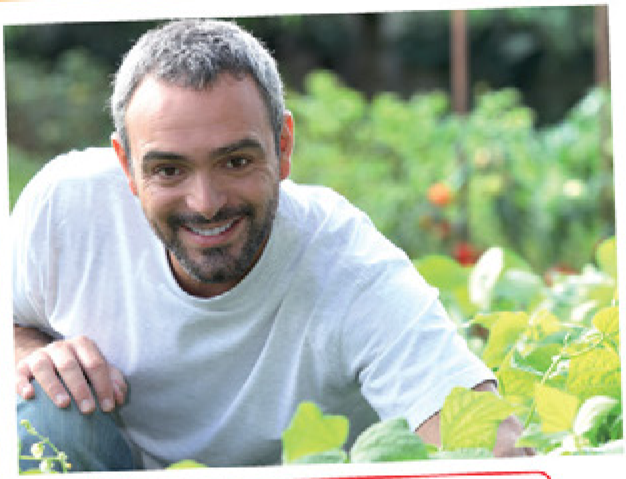


5

Vocabulary 3

Appearance

1 Read and listen to the sentences. Then write the names of the people under the pictures. Listen and check.

1 My dad's got a beard and a moustache. His hair was black, but now it's grey.
2 My brother Josh has got curly, red hair and freckles.
3 My mum's got green eyes and short, straight, blonde hair.
4 My sisters Rachel and Lisa have got long, straight, blonde hair and blue eyes.
5 My granddad's got short, grey hair and he wears glasses and my granny's got curly, brown hair.
6 My cousins Gemma and Jane have both got long, straight, blonde hair, and Jane wears glasses.

2 Listen to Michael talking about his best friends. Write their names in gaps 1 and 2 in the table below.

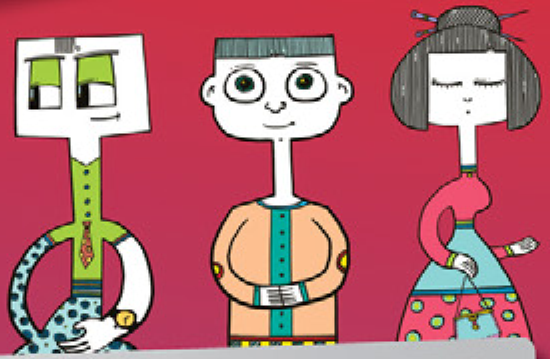
Names	1 ________	2 ________	3 ________
Eyes	[✓ blue] / brown / green	blue / brown / green	blue / brown / green
Hair	spiky / curly / straight / wavy blonde / red / brown / black	spiky / curly / straight / wavy blonde / red / brown / black	spiky / curly / straight / wavy blonde / red / brown / black
Other	glasses / freckles / a beard / a moustache	glasses / freckles / a beard / a moustache	glasses / freckles / a beard / a moustache

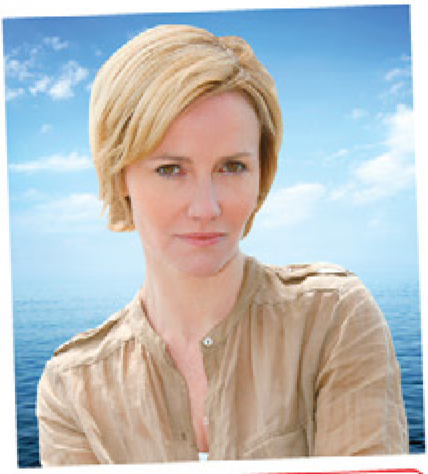
3 Listen again and circle the words used to describe Michael's friends in columns 1 and 2.

4 Write the name of a partner in column 3 and circle the words that describe him / her.

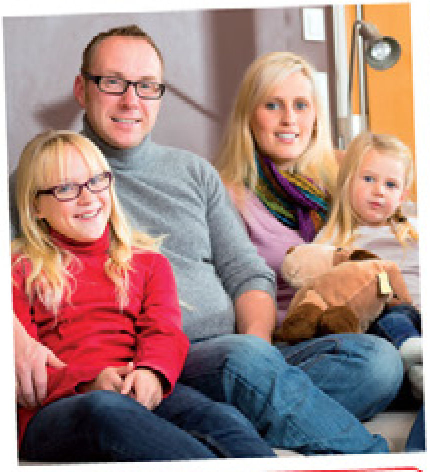
5 PAIRWORK In turns, describe the person you chose in exercise 4. Use the words you circled in the table. Can you guess who it is?

A *He's got long, curly, black hair.*
He wears glasses.
B *Is it Bogdan?*
A *Yes, it is!*





3 ____________



6 ____________

Look out!

When we use more than one adjective to describe something or someone, we separate the adjectives with a comma. We use the following order:

1 size
2 type
3 colour

She's got ~~blonde long wavy~~ hair.
She's got long, wavy, blonde hair.

Word bank p. 158

3 Dialogue

THE KITCHEN GARDEN
SYRUPS: English toffee
Try our home made muffins

DVDSTORY 03

Where were you?

1 **READ AND LISTEN** **Where are the two friends? Who is Adam waiting for?**

Adam Excuse me, I'm looking for my friend, Natalie Martin.

Waitress Sorry, I don't know her. What does she look like?

Adam She's slim, with long, brown hair.

Waitress There was a girl in here half an hour ago. She was at that table. She had a cappuccino.

Adam Was she short?

Waitress No, she wasn't. She was quite tall and she had glasses.

Adam No, that wasn't her. Natalie is quite short and she doesn't wear glasses.

Waitress Sorry.

Adam Thanks anyway. Come on Vijay, let's go outside …

Vijay Look, Adam – there she is! Natalie!

Natalie enters the bar.

Natalie Adam, there you are!

Adam So where were you at 9:30?

Natalie I was in the café.

Adam No, you weren't.

Natalie Yes, I was. I was in the mall café.

Adam But my text says, 'Meet me at the *Mill* Café'!

Natalie No, Adam, look. Your text says, 'Meet me at the *mall* café.'

Vijay She's right, Adam. Switch off predictive text!

Adam Oops!

Listen again and repeat.

Everyday English

Thanks anyway.
mall
Switch off predictive text!

2 COMPREHENSION Read the dialogue again and choose the correct answer.

1 Melanie has
A short, red hair. B long, brown hair. C curly, brown hair.
2 The girl in the café had
A an orange juice. B a cup of tea. C a cappuccino.
3 The girl in the café
A was short. B wasn't short. C wasn't tall.
4 The boys meet Natalie
A in the café. B at the mall. C outside.
5 Adam's text message to Natalie says to meet him
A at the mall café. B outside the café. C at the Mill Café.

3 Complete the sentences.

1 The girl ^{1}__________ in the café half an hour ago.
2 She ^{2}__________ short. She ^{3}__________ quite tall and she ^{4}__________ glasses.
3 Where ^{5}__________ you at 9:30?
4 I ^{6}__________ in the café.
5 No, you ^{7}__________ in the café.

4 Read the dialogue on page 38 again and choose the correct answer. Listen and check. Then listen again and repeat.

Natalie Adam, there you [✓ are] / **were**!
Adam So where ^{1} **are** / **were** you at 9:30?
Natalie I ^{2} **was** / **were** in the café.
Adam No, you ^{3} **wasn't** / **weren't**.
Natalie Yes, I ^{4} **was** / **were**. I ^{5} **am** / **was** in the mall café.

5 PAIRWORK In pairs, complete the dialogue with information that is true for you. Then act out the dialogue.

A ^{1}______________, there you are!
B So where were you ^{2}______________ .
A I was in the ^{3}______________ .
B No, you weren't.
A Yes, I was. I was ^{4}______________ .
Where were you?
B I was ^{5}______________ .

3 Grammar

A *Past simple* of the verb *to be*

Affirmative form

VIDEO

I	**was**	in the café.
You	**were**	in the café.
He	**was**	in the café.
She	**was**	in the café.
It	**was**	in the café.
We	**were**	in the café.
You	**were**	in the café.
They	**were**	in the café.

Subject + ***was / were*** + **complement**

The affirmative form of the verb *to be* in the past simple is *was* or *were*.

We use *was* with the subject pronouns *I, he, she* and *it*.

We use *were* with the subject pronouns *you, we* and *they*.

Get it right!

In English, we always use the *past simple* of the verb *to be* (*was / were*) with *born*.

I ~~am~~ born in Newcastle.
I **was** born in Newcastle.

1 Choose the correct answer. Listen and check.

0 I [✓ **was**] / **were** at home last night.
1 I **was** / **were** in London during the holidays.
2 Sally **was** / **were** at a swimming lesson yesterday.
3 The boys **was** / **were** born in Spain.
4 Tom **was** / **were** in my class two years ago.
5 That book **was** / **were** really good!
6 Sam and I **was** / **were** at Lucy's party on Saturday.
7 They **was** / **were** 10 years old in 1999.
8 It **was** / **were** my birthday yesterday.

2 Rewrite the sentences in the *past simple*.

0 Ellie is a student at Redland High School.
Ellie was a student at Redland High School.
1 I'm a doctor at the hospital.
2 He's 15 years old.
3 They're my best friends.
4 Karen's in class 8B.
5 The dog's black and white.
6 We're in New York.
7 You're late for the lesson.
8 The girls are tall and slim.

B *Past simple* of the verb *to be*

Negative form

VIDEO

I	**wasn't**	at home.
You	**weren't**	at home.
He	**wasn't**	at home.
She	**wasn't**	at home.
It	**wasn't**	at home.
We	**weren't**	at home.
You	**weren't**	at home.
They	**weren't**	at home.

Subject + ***was / were*** + ***not*** + **compl.**

The negative form of the verb *to be* in the *past simple* is *wasn't* (*was not*) or *weren't* (*were not*).

3 Rewrite the sentences in exercise 1 in the negative.

0 I wasn't at home last night.
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

C *Past simple* of the verb *to be*

Interrogative form and short answers

Interrogative form	Short answers	
	Affirmative	Negative
Was I late?	Yes, you **were**.	No, you **weren't**.
Were you late?	Yes, I **was**.	No, I **wasn't**.
Was he late?	Yes, he **was**.	No, he **wasn't**.
Was she late?	Yes, she **was**.	No, she **wasn't**.
Was it late?	Yes, it **was**.	No, it **wasn't**.
Were we late?	Yes, you **were**.	No, you **weren't**.
Were you late?	Yes, we **were**.	No, we **weren't**.
Were they late?	Yes, they **were**.	No, they **weren't**.

Was / were + subject + complement?

Yes, + subject + *was / were.*

No, + subject + *wasn't / weren't.*

To make the interrogative form in the *past simple*, we put *was* or *were* before the subject pronoun.

We form short answers with *Yes* or *No* + subject pronoun + *was / were* or *wasn't / weren't*.

D Question words with *was / were*

In questions formed with interrogative words (also known as *question words* or *Wh- question words*), these words (*what, where, when, who*) are always placed at the beginning of the sentence. The words *How* and *How much* also belong to the question words group.

Wh- + *was / were* + subject?

'**Where were** you?'
'I was at school.'

'**When was** Kate's birthday?'
'Her birthday was last week.'

'**Why were** you late?'
'I was late because the clock was wrong.'

'**How was** your exam?'
'My exam was easy, thanks.'

4 **Write questions using the prompts.**

0 it / your birthday / yesterday?
Was it your birthday yesterday?
1 you / in Italy / four months ago?
2 you / 3 / in 2008?
3 your parents / at home / last weekend?
4 your friends / at / your house yesterday?
5 you / in bed / at ten o'clock last night?
6 your last English exam / difficult?

5 **Give personal short answers to the questions in exercise 4.**

Was it your birthday yesterday?
Yes, it was.

6 **Write questions for the following answers. Use *Where*, *When*, *Why* or *How*.**

0 My party was in December.
When was your party?
1 The school trip was great, thanks.
2 The concert was at eight o'clock.
3 The hotel was in the city centre.
4 The food was cold because it was in the fridge.
5 My exam was last Friday.

Pronunciation

Was: weak and strong forms

The *past simple* form of the verb *to be* (*was*) has two different pronunciations called strong and weak forms. The strong forms are stressed, while the weak forms are unstressed.

7 **Listen and repeat.**

Strong form /wɒz/	Weak form /wəz/
Yes, he was!	He was 15 years old.

8 **Listen and mark as W (*weak form*) or S (*strong form*).**

1 I was a nurse in Greece. ______
2 He wasn't at school yesterday. ______
3 Yes, she was. ______

3 Grammar

Round-up

E *Past simple* of the verb *have*

Affirmative form

VIDEO

I	**had** a red bike.
You	**had** a red bike.
He	**had** a red bike.
She	**had** a red bike.
It	**had** a red bike.
We	**had** a red bike.
You	**had** a red bike.
They	**had** a red bike.

Subject + ***had*** + **complement**

The affirmative form of the verb *have* in the *past simple* is *had* for all subject pronouns.

She had a tennis lesson yesterday.
They had a big house in France.

9 Rewrite the sentences using the *past simple*.

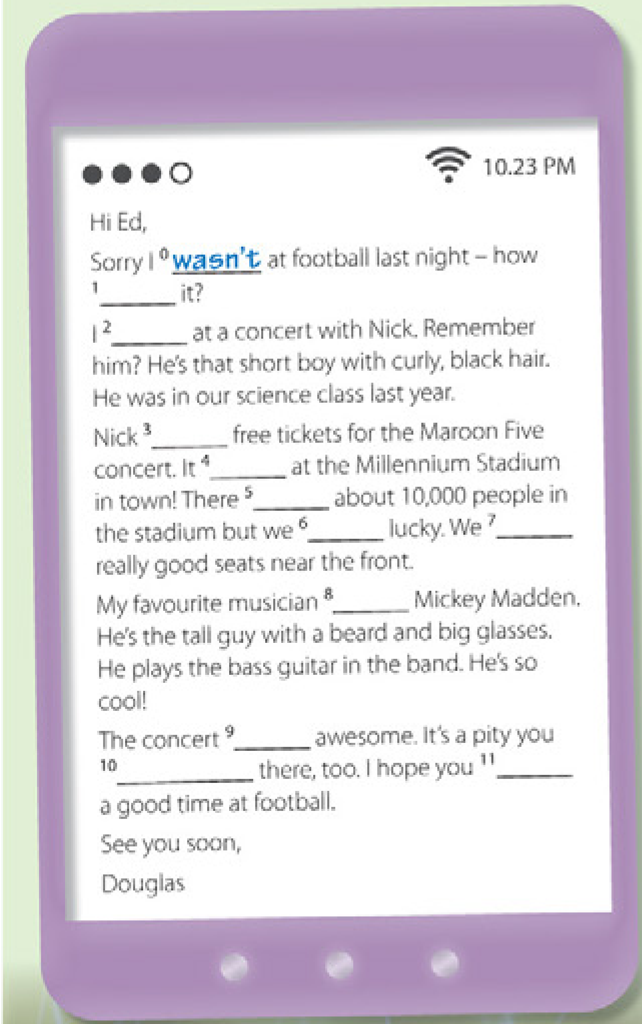
0 Harry has five brothers.
Harry had five brothers.
1 I have cereal for breakfast.
2 Jennifer has three children.
3 The students have a lot of exams.
4 You have beautiful hair.
5 We have a few ideas.
6 Mary has curly, brown hair.
7 Rob has a new car.
8 They have a nice house.

10 Complete the sentences about the following characters using the *past simple* of *have* and one of the adjectives in the box.

~~curly~~ black long blonde grey

0 Charlie Chaplin ___had curly___ hair.
1 Snow White ________________ hair.
2 Rapunzel ________________ hair.
3 The seven dwarves ________________ beards.
4 Cinderella ________________ hair.

1 Read Douglas's email and fill in the gaps with *was*, *were*, *wasn't*, *weren't* or *had*.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Hi Ed,

Sorry I ^{0} wasn't at football last night – how ^{1}______ it?

I ^{2}______ at a concert with Nick. Remember him? He's that short boy with curly, black hair. He was in our science class last year.

Nick ^{3}______ free tickets for the Maroon Five concert. It ^{4}______ at the Millennium Stadium in town! There ^{5}______ about 10,000 people in the stadium but we ^{6}______ lucky. We ^{7}______ really good seats near the front.

My favourite musician ^{8}______ Mickey Madden. He's the tall guy with a beard and big glasses. He plays the bass guitar in the band. He's so cool!

The concert ^{9}______ awesome. It's a pity you ^{10}__________ there, too. I hope you ^{11}______ a good time at football.

See you soon,

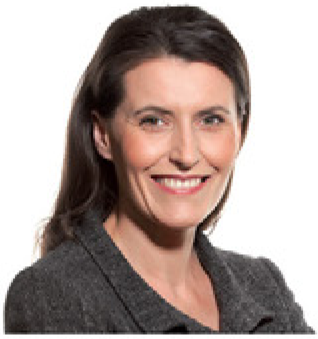
Douglas

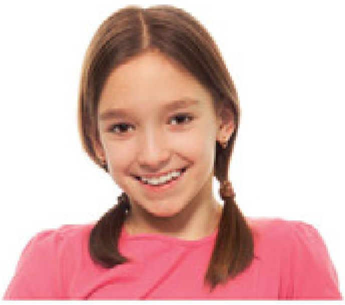
2 PAIRWORK Think about a concert, a film or a sporting event you participated in. Then, in pairs, talk about it using the prompts below.

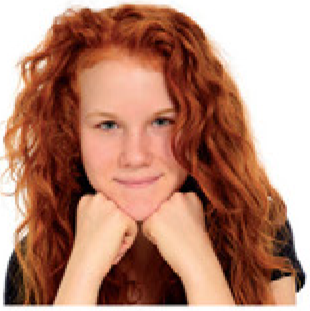
What / the event?
When / the … ?
How much / tickets?
Where / seats?
How many / people / there?
Who / favourite / … ?
Was / it / a good … ?

Functions 3

Describing people







1 ______________________ 2 ______________________ 3 ______________________

1 Read and listen to Lucy describing her family. Write the names under the pictures.

Joe Who do you look like in your family, Lucy?
Lucy I look like my mum. We've got brown eyes and straight hair.
Joe What about your sister, Sarah? What does she look like?
Lucy She's quite tall, with very long, curly hair.
Joe Does she look like you?
Lucy No, she doesn't. She looks like my dad. They've both got big ears!
Joe What colour hair has she got?
Lucy She's got red hair, like Dad.
Joe What colour eyes has she got?
Lucy She's got green eyes.

COMPETENCES

cultural awareness and expression
civic and social competences
initiative

Key expressions

Questions	Answers
Who do you look like?	I look like my mum.
What does … look like?	He / she's tall with short hair.
Does he / she look like you?	No, he / she doesn't.
What colour eyes / hair has he / she got?	He / she's got blue / green eyes and brown / black hair.

2 Listen to Joe describing himself and his father and fill in the gaps.

Joe looks like his [1]__________. They've both got [2]__________, [3]__________ hair and a big [4]__________. Joe has got [5]__________ eyes and his dad has got brown [6]__________.

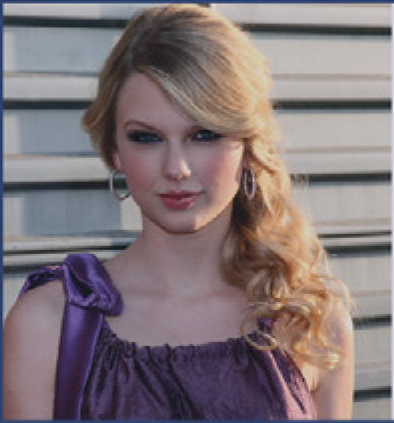
3 **PAIRWORK** In pairs, ask and answer questions about your families. Use the Key expressions box and the dialogue in exercise 1 as a model.

A *Michael, who do you look like in your family?*
B *I look like my dad. We've got …*

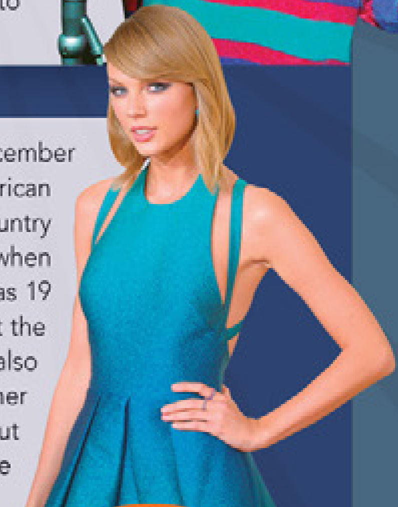
http://www.then_and_now.co.uk/

OUR FAVOURITE STARS, then and now!

He was born in Memphis, Tennessee and was a famous child actor. Then he was a teenage pop star in the American boy band NSYNC. Now he's an actor in films like *Bad Teacher, In Time, Friends with Benefits* and *The Social Network*. He's married to the beautiful actress Jessica Biel and has a young son. Justin Timberlake **has got it all** and he's gorgeous too – ask any of his fans! He's got very short hair and a beard and his clothes are always trendy. But Justin wasn't always **so cool**. In this photo he was 11 – who knew he had curly hair?



She was born in Pennsylvania, USA on December 13, 1989. When she was 14 years old, American singer and songwriter Taylor Swift was a country music mega-star. She was just 17 in 2006 when she had a number 1 song in the USA. She was 19 when she got a Best New Artist nomination at the Grammy Awards. She still sings but now she's also an actress and model, and she's famous for her style and her blonde hair and blue eyes. But Taylor wasn't always so elegant. Here she's a **cute** girl with wavy hair.



Everyone knows Harry Potter, the cute little boy with brown hair, blue eyes and big glasses in the films about the magic school, Hogwarts. But that was then and this is Daniel Radcliffe now! Now the British actor is famous for his performances in the London theatre, and in films like *The Woman in Black* and *Kill Your Darlings*. His look is different now, too. He has got a fringe but he hasn't got glasses. His hair is short and dark brown and he's got a beard. Harry Potter is a **cool dude** today!

Glossary

has got it all	*has everything*
so cool	*so attractive, fashionable*
cute	*beautiful, graceful*
cool dude	*awesome guy*

Skills and culture 3

Reading

1 **Read the title of the text and look at the pictures. What is the text about? Choose the correct option.**

A astrology **B** actors **C** music

2 **COMPREHENSION** **Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones.**

	T	F
1 Justin Timberlake is English.	☐	☐
2 He was in a boy band when he was a teenager.	☐	☐
3 Taylor Swift sings rap music.	☐	☐
4 Her nomination for Best Artist was in 2008.	☐	☐
5 Daniel Radcliffe works in the theatre in New York.	☐	☐
6 He looks the same today as he did in the *Harry Potter* films.	☐	☐

Study tip

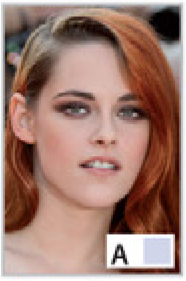
Matching specific information to photos

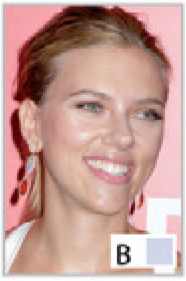
1 Think about the kind of information you are listening to: words to describe physical appearance.
2 Make a list of words you already know about this topic: type of hair and hair colour, face / body parts, adjectives (tall, short, slim etc.)
3 Underline the words in the list that can be used to describe the photos.
4 Listen and mark the words you hear.
5 Listen again and add all the other words that you understand.

Listening

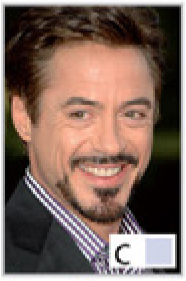
3 **Listen to two people describing their favourite actors. Which actors are being described? Circle the correct option.**

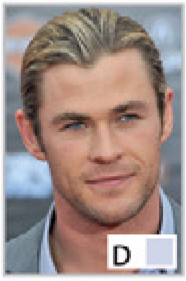
1


A ☐
Kristen Stewart


B ☐
Scarlett Johansson

2


C ☐
Robert Downey Jr


D ☐
Chris Hemsworth

4 **Read the questions about the dialogue in exercise 3 and complete them with the missing words.**

1 Who ___________ your favourite actor?
2 Where is he / she ___________?
3 What films ___________ he / she in?
4 What does he / she ___________ like?
5 ___________ he / she got blonde hair?
6 ___________ he / she good-looking?

Speaking

5 **PAIRWORK** **Think about a famous person without saying his / her name. Ask each other the questions in exercise 4.**

Writing

6 **Use the information in exercise 5 to write a description of the famous person your partner chose.**

Mark's favourite actor is Ben Affleck. He's American. He was in the films *Good Will Hunting*, *Batman* and *Gone Girl*. He's tall and he's got …

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn

Project time! Go to pp. 144–145.

3 Vocabulary strategies

COMPETENCES
learning to learn
civic and social competences

Strategy

Smart flash cards are a very creative tool for learning and remembering words.

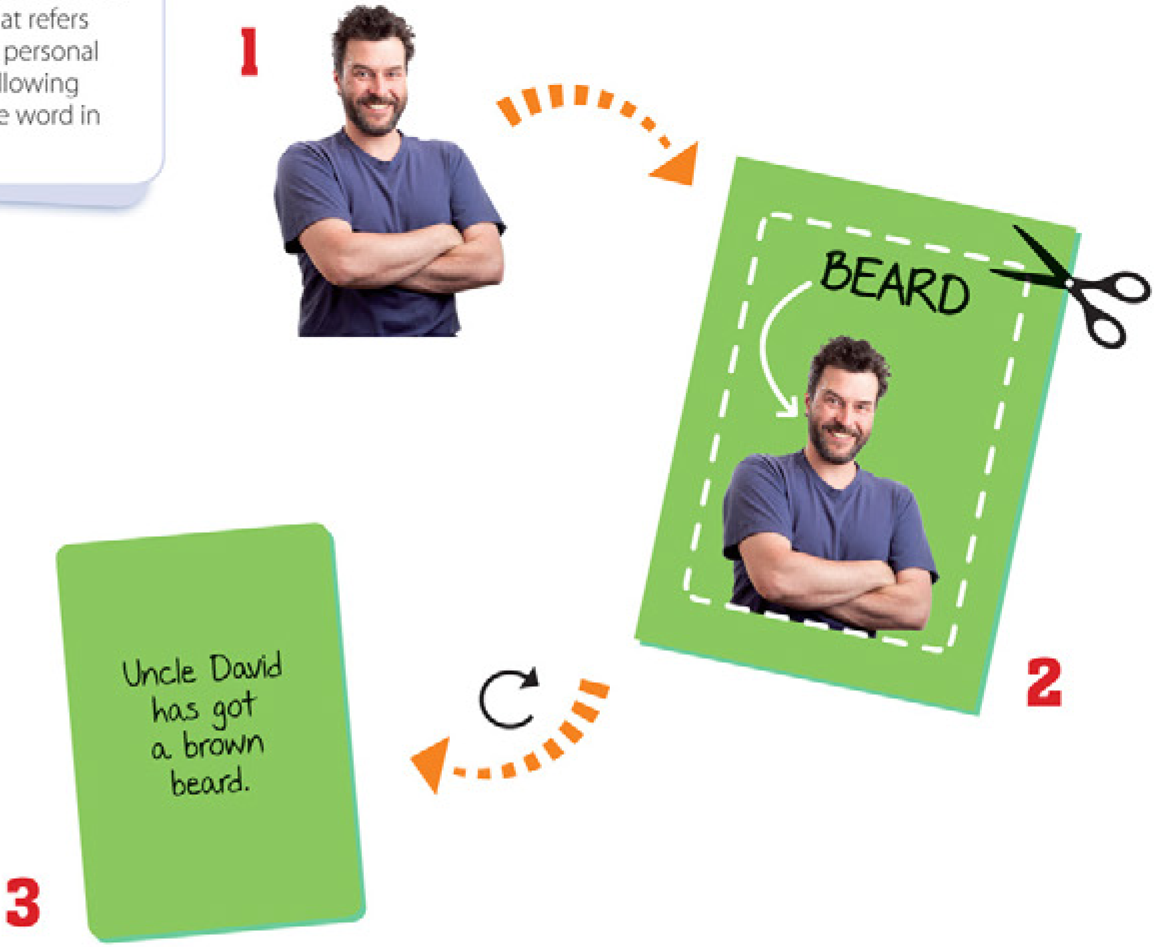
On each card there is a picture and a corresponding word that describes it. There is also a sentence that refers to your life or personal experience, allowing you to put the word in context.

Creating smart flash cards

Appearance and parts of the body

1 Here are the instructions for making a *smart flash card*.

1. Find the picture of a person, for example a man with a beard.
2. Stick it on a sheet of paper and write the word BEARD. Then cut out the paper.
3. On the other side of the paper, write a sentence about a person you know.
   Uncle David has got a brown beard.


1
BEARD
2
Uncle David has got a brown beard.
3

2 Look for photos or draw pictures of the words on pages 37 and 158 (Word bank), and make *smart flash cards*. Remember to write a sentence about the people you know on the back of the cards.

Picture dictation

- In pairs, draw a picture of a character without showing it to your partner.
- After that, one of you describes his / her own character and the other draws it.
- In the end, compare the drawings and swap roles.

Listening for specific information

In some listening exercises, you are given five answers. On the left, you will find a list of five people, and on the right, a list of eight options. You will listen to a short dialogue twice. While you listen, you will try to identify important information and match each person with one option.

LET'S PRACTISE!

1 In listening activities, it is important to understand the details. Listen and choose the correct option.

0 Julia's hair is [✓ **short**] / **long** now.
1 Liam **wears** / **doesn't wear** glasses now.
2 Tom looks like his **mum** / **dad**.
3 Nick has got a **beard** / **moustache**.

STRATEGIES

Before you listen

- Read the instructions.
- Read the words from the exercise. In this way, the words that you hear will not be completely new to you.

While you listen

- Listen carefully and study the words.
- Don't choose a word just because you recognised it. Remember that you have to understand the context in which it is used. For example:
  I've got a ***smartphone****.*
  I haven't got a ***smartphone****.*
- The word smartphone appears in both sentences, but the first sentence is affirmative, while the second one is negative.
- The first time you listen, concentrate and match each person with one option.
- The second time you listen, check the answers.

2 Listen to Jamie describing his family. Match each member of the family to their physical appearance.

People

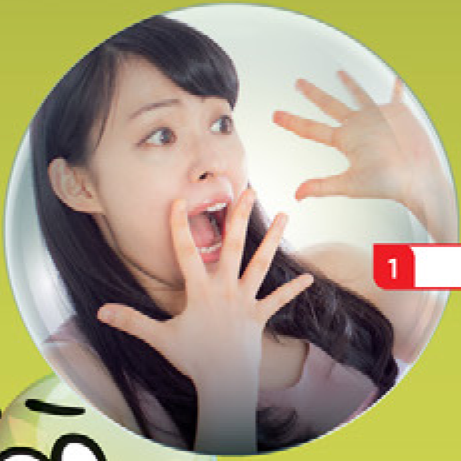
1 ☐ Mum
2 ☐ Dad
3 ☐ Tanya
4 ☐ Lucas
5 ☐ Uncle David

Appearance

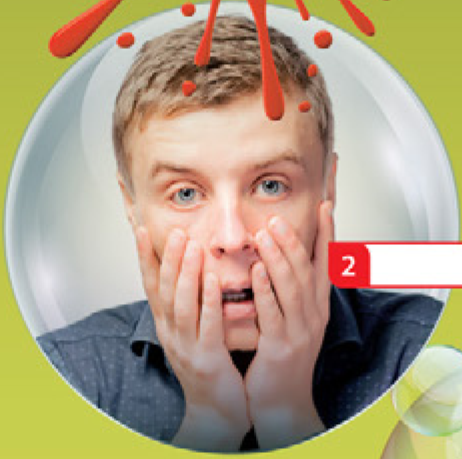
A spiky hair
B slim
C moustache
D good-looking
E glasses
F brown eyes
G beard
H plump
I curly hair

4

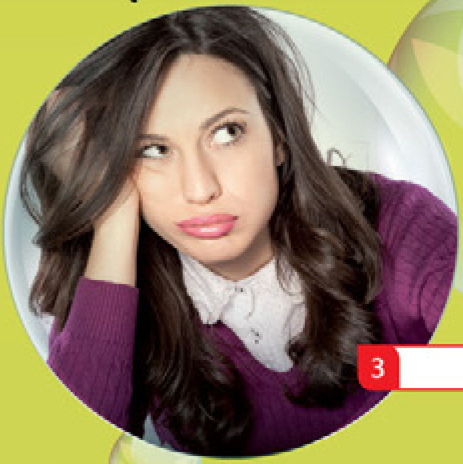
He felt relaxed



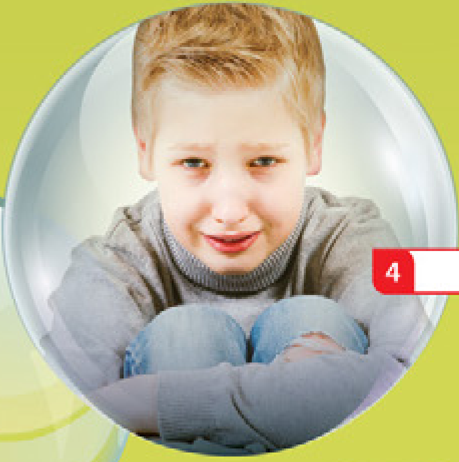
1 afraid ✓



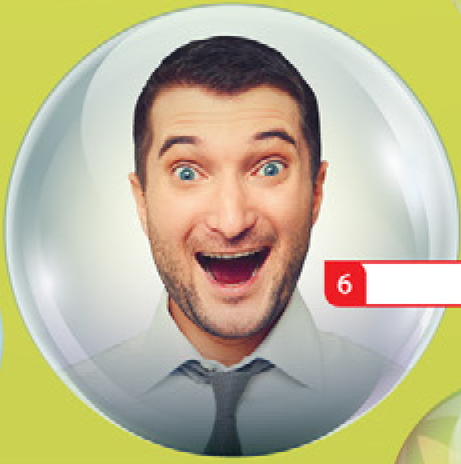
2



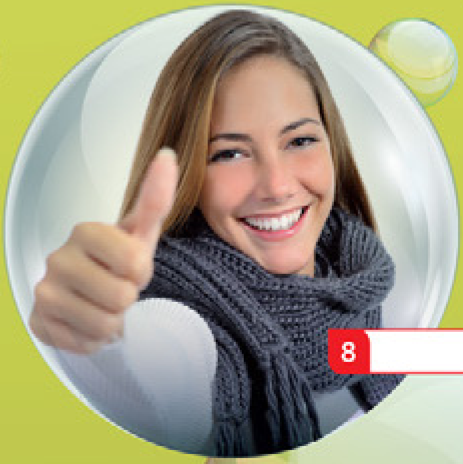
3



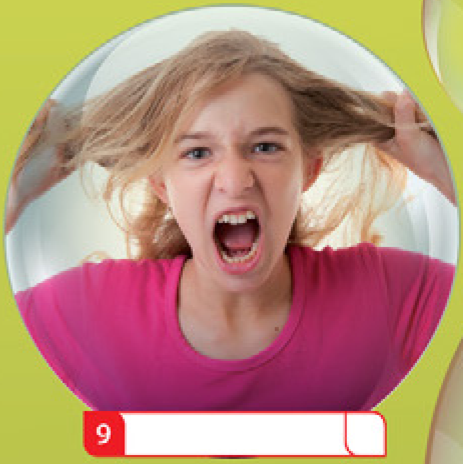
4



6



8



9

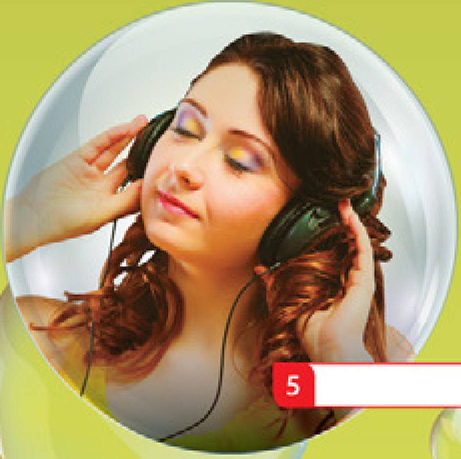
Look out!

In English, we use adjectives ending in *-ed* to talk about how we feel.

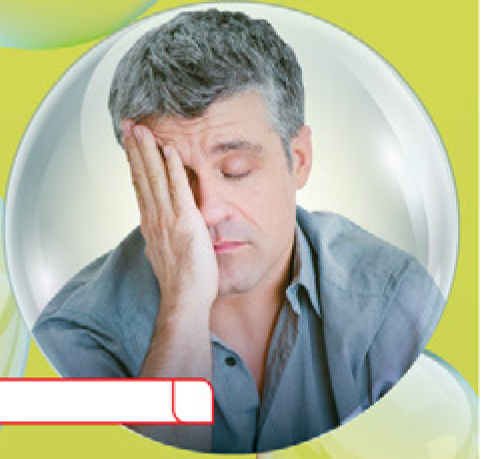
I feel **bored** in physics lessons.

Instead, we use adjectives ending in *-ing* to express an opinion or describe something.

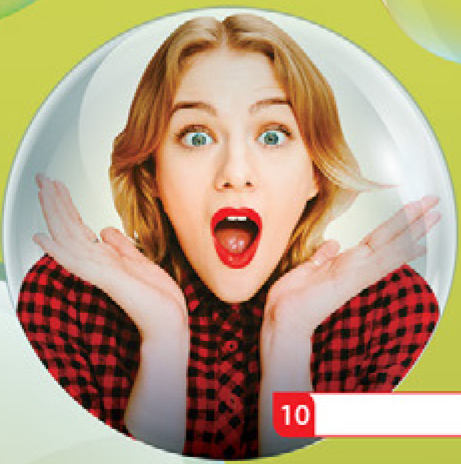
Physics lessons are **boring**.



5 ______



7 ______



10 ______

Word bank p. 159 ▶

Feelings and emotions

1 Write the names of these emotions under the pictures. Listen and check. Then listen again and repeat.

worried ~~afraid~~ bored relaxed happy
sad excited surprised angry tired

2 Point out which adjectives in exercise 1 express a positive emotion (✓) and which ones express a negative emotion (✗).

3 Listen to five people talking about how they are feeling. Fill in each gap with an adjective.

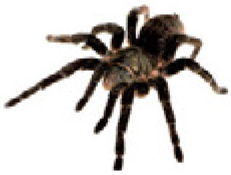
1 Ben felt *relaxed* .
2 Sally is feeling ________ .
3 Joe is feeling ________ .
4 Kate is feeling ________ .
5 Will is feeling ________ .

4 Listen again and match the people to the reasons for the feelings they have.

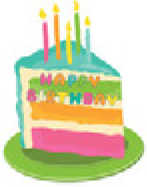
1 *C* Ben
2 ☐ Sally
3 ☐ Joe
4 ☐ Kate
5 ☐ Will

A He's having a birthday party.
B She had an exam.
C It was sunny and he was in the garden.
D He's got a new pet.
E She doesn't know where her brother is.

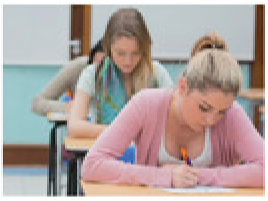
5 How do these pictures make you feel? Write an adjective under each picture.



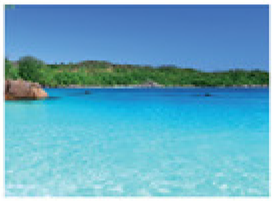
1 ________



2 ________



3 ________



4 ________

6 PAIRWORK In pairs, ask and answer questions about how you are feeling today.

A *How are you feeling, today, Jim?*
B *I'm feeling relaxed because …*

4 Dialogue

DVDSTORY 04

I started school here last year

1 **READ AND LISTEN** **Why does Emma go to a different school?**

Adam	Oh, hi, Emma. Emma, this is my friend, Ricky.
Emma	Hello.
Ricky	Nice to meet you, Emma.
Adam	Emma's my cousin.
Ricky	Do you live near here, Emma?
Emma	No, not now. We moved house two months ago. I changed school two months ago, too.
Ricky	Do you like your new school?
Emma	Yes, I do. I'm happy there. What about you?
Ricky	I started school here last year.
Adam	Ricky's Italian.
Emma	Really?
Ricky	Yes, I was born in Rome.
Emma	You're so lucky! I went to Rome last summer – it's beautiful.
Ricky	Yes, it is.
Emma	Do you like it here?
Ricky	Yes, I do. I was not happy about the weather at first, but I got used to it.
Emma	Do you like your school?
Ricky	Yes, it's great! I was really excited when I arrived but I felt worried about the exams.
Emma	Well you look very happy now! How were your results?
Ricky	Not bad. I was happy, I passed them all …
Adam	He got an A star in one of them!
Emma	Wow! That's fantastic, Ricky. Which exam was that?
Ricky	Italian!

Listen again and repeat.

Everyday English

I got used to it.
Not bad.
He got an A star …

2 COMPREHENSION Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

	T	F
1 Ricky and Emma are old friends.	☐	☐
2 Emma's family have got a new house.	☐	☐
3 Emma doesn't like her new school.	☐	☐
4 Ricky lives in Rome now.	☐	☐
5 Emma doesn't like Rome.	☐	☐
6 Ricky hates the English weather.	☐	☐
7 Ricky was relaxed about his exams.	☐	☐
8 Ricky's exams results were good.	☐	☐

3 Complete the sentences.

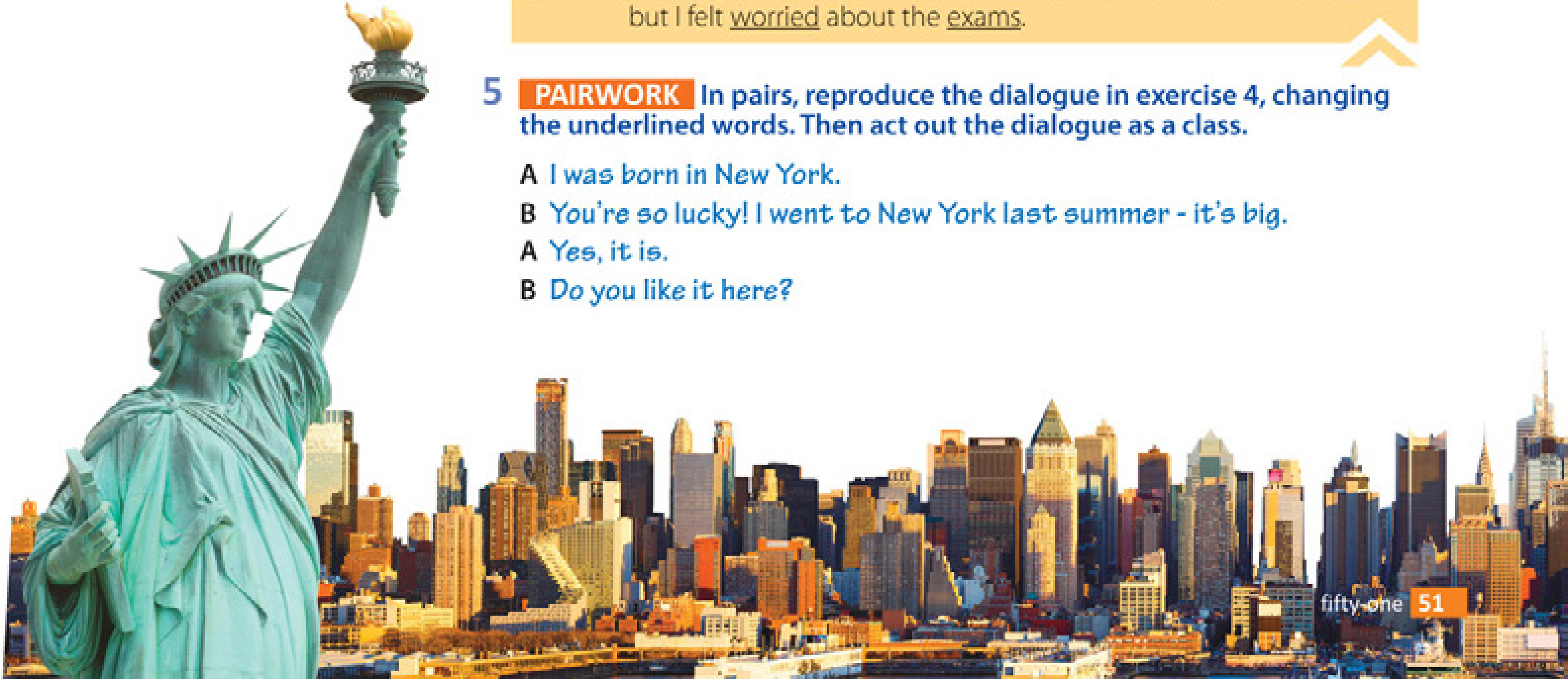
1 Emma ___________ house two months ago.
2 Ricky ___________ school here last year.
3 Emma ___________ to Rome on holiday last year.
4 Ricky ___________ worried about the exams.
5 Ricky ___________ all his exams.
6 Ricky ___________ an A star in Italian.

4 Read the dialogue on page 50 again and choose the correct answer. Listen and check. Then listen again and repeat.

Ricky I [1] **am / was** born in Rome.
Emma You [2] **were / 're** so lucky! I [3] **go / went** to Rome last summer – it's beautiful.
Ricky Yes, it is.
Emma Do you like it here?
Ricky Yes, I do. I [4] **'m not / was not** happy about the weather at first, but I got used to it.
Emma Do you like your school?
Ricky Yes, it's great! I [5] **am / was** really excited when I [6] **arrive / arrived** but I felt worried about the exams.

5 PAIRWORK In pairs, reproduce the dialogue in exercise 4, changing the underlined words. Then act out the dialogue as a class.

A *I was born in New York.*
B *You're so lucky! I went to New York last summer - it's big.*
A *Yes, it is.*
B *Do you like it here?*



4 Grammar

A *Past simple* of regular verbs

Affirmative form

I	start**ed**	at 8:00 am.
You	start**ed**	at 8:00 am.
He	start**ed**	at 8:00 am.
She	start**ed**	at 8:00 am.
It	start**ed**	at 8:00 am.
We	start**ed**	at 8:00 am.
You	start**ed**	at 8:00 am.
They	start**ed**	at 8:00 am.

Subject + **base form of the verb** + ***-ed*** + **complement**

The affirmative form of regular verbs in *past simple* is the same for all persons. We make it by adding *-ed* to the base form of the verb.

We **walked** to school yesterday.
I **changed** school last year, too.

1 **Write the *past simple* form of the following verbs.**

0 help helped
1 ask ______
2 play ______
3 show ______
4 listen ______
5 wait ______
6 work ______
7 open ______
8 want ______
9 need ______
10 walk ______

2 **Complete the sentences with the *past simple* form of the verbs in the box.**

open show work wait start
finish ask watch ~~listen~~

0 I listened to a radio programme last night.
1 We ______ for Kate for an hour.
2 The lesson ______ at 8:00 am.
3 I ______ for more time in the exam.
4 Fred ______ in Rome for three years.
5 The children ______ all their presents.
6 I ______ a great film on TV last night.
7 The concert ______ at midnight.
8 My cousins ______ us their town.

B Time expressions used with the past

I walked to school	**yesterday**.
She studied French	**last year**.
That girl was in the café	**half an hour ago**.

To talk about events or actions that ended in the past, we often use the *past simple* with time expressions like *yesterday, last night / week / month / year, five minutes / weeks / years ago.*

3 **Complete the sentences using the correct time expression so they are true for you.**

0 The lesson started 20 minutes ago.
1 I changed school ______.
2 I walked to school ______.
3 I watched a match ______.
4 I visited my grandparents ______.
5 We played basketball ______.
6 I wasn't at home ______.

C *Past simple* of regular verbs

Spelling rules

To regular verbs ending in *-e*, we only add *-d*.

like	like**d**
change	change**d**

To regular verbs ending in one consonant and *-y*, we change the *-y* in *-i*, and then we add *-ed*.

study	stud**ied**
try	tr**ied**

In some one-syllable verbs ending in a vowel and a consonant, we double the consonant before we add *-ed*.
In some two-syllable verbs ending in a vowel and a consonant, with the last syllable stressed, we double the consonant as well.

stop	sto**pped**
chat	cha**tted**
travel	trave**lled**

4 Complete the sentences with the correct *past simple* form of the verb in brackets. Listen and check.

0 Flora ___changed___ (change) school last term.
1 Kenneth __________ (love) Lisa when he was young.
2 The boys __________ (arrive) last night.
3 We __________ (study) maths, science and history last weekend.
4 Marco Polo __________ (travel) to many places in China.
5 I __________ (decide) not to go to university.
6 My grandparents __________ (live) in Berlin from 1955 to 1960.
7 The train __________ (stop) at five stations before London.
8 Helen and her friends __________ (chat) online until eleven o'clock last night.

D *Past simple* of irregular verbs

Affirmative form

Base form	→	*Past simple*	Base form	→	*Past simple*
buy	→	bought	read	→	read
come	→	came	run	→	ran
do	→	did	say	→	said
drink	→	drank	see	→	saw
eat	→	ate	sing	→	sang
feel	→	felt	sleep	→	slept
find	→	found	speak	→	spoke
forget	→	forgot	spend	→	spent
get	→	got	take	→	took
give	→	gave	teach	→	taught
go	→	went	tell	→	told
know	→	knew	think	→	thought
leave	→	left	wear	→	wore
make	→	made	win	→	won
meet	→	met	write	→	wrote

Many verbs in English have an irregular form in the *past simple*. These forms must therefore be memorised (see page 164).

He **came** to England when he was 12.
I **went** to Florence on holiday last summer.

5 Decide if the verbs in the box are regular or irregular, and write the correct *past simple* form in the table below.

run ~~study~~ write talk invite speak
buy wait play look go see

Regular verbs	Irregular verbs
studied	

6 Complete the sentences with the correct *past simple* form of the verb in brackets.

0 I ___forgot___ (forget) my schoolbag yesterday.
1 We __________ (go) to Ibiza last August.
2 My granny __________ (buy) me a new smartphone last weekend.
3 Our train __________ (leave) at 4:30!
4 The football match was great – my team __________ (win) 3-0.
5 I __________ (see) Martin with Sandra at the sports club yesterday.
6 He __________ (know) my brother when he was in Italy.
7 We __________ (give) my mum flowers for Mother's Day.
8 Sally __________ (make) a cake yesterday.

7 Complete the dialogue with the correct *past simple* form of the verbs in the box.

~~see~~ tell feel meet get

Sam Hi Mum, I ⁰ ___saw___ Kirsty today.
Mum Oh? Where was she?
Sam We ¹__________ at the bus stop and we ²__________ the bus to town together.
Mum How is she?
Sam She's fine. She ³__________ me about her new school.
Mum I think she ⁴__________ worried about starting a new school. Does she like it now?
Sam Yes, she does.

4 Grammar

8 **Read the text and fill in the gaps with the correct form of the verbs in the box.**

leave meet enjoy ~~be~~ say know
feel study talk send see teach go

My grandfather [0] was born in St Kilda, a remote island near Scotland, in 1945. There wasn't a school on the island, so he [1] ___ at home. His teacher [2] ___ him on the radio and he [3] ___ his homework to her by post. Sometimes he [4] ___ to the other pupils on the radio, too. He [5] ___ talking to one girl, Flora, and often laughed and joked with her. He [6] ___ happy speaking to her but he never [7] ___ her. My grandfather [8] ___ the island when he was 18 and went to Glasgow. One day he [9] ___ into a café and [10] ___ a beautiful girl. He [11] ___ she was the girl for him. He asked the girl her name. 'Flora', she [12] ___. 'I come from a little island in the west of Scotland …'

Pronunciation

The sounds /t/, /d/ and /ɪd/

The affirmative form of the *past simple* can be pronounced in different ways, according to the final sound of the base form of the verb.

9 **Listen and repeat.**

/t/	/d/	/ɪd/
looked	arrived	decided
walked	played	started
___	___	___
___	___	___

10 **Listen and write the verbs in the correct column in exercise 9.**

washed ended changed helped
travelled visited waited liked tried

Round-up

1 **Read Adam's project about what English schools were like in the past. Complete with the correct *past simple* form of the verb in brackets.**

globe

abacus

slate
chalk

My school is very old. This is a picture of some school equipment from 1895! Now it is very modern but then everything was so different! There [0] were (be) maps on the wall. They [1] ___ (use) a globe for geography lessons, and they [2] ___ (count) with an abacus. Every child [3] ___ (sit) at a different desk. They [4] ___ (write) on slates with chalk, not on paper, and they [5] ___ (correct) their mistakes with their fingers! Girls and boys [6] ___ (learn) in different classes and the school [7] ___ (have) different doors for boys and girls. They both [8] ___ (study) reading, writing, arithmetic, spelling and PE. Boys also [9] ___ (do) lessons like maths and technology to prepare them for jobs after school. The teachers [10] ___ (teach) the girls cooking and making clothes to prepare them for being mothers! The teachers often [11] ___ (feel) angry with the children and [12] ___ (shout) at them! I'm so happy I'm at my school now and not in 1895!

2 **PAIRWORK** **In your opinion, what did children do every day in 1895? In turns, use the following prompts to write sentences.**

0 Children / start / school / 6 years old
Children started school at 6 years old.
1 Children / go / to work / 9 years old
2 They / get up / at 5:00
3 They / eat / bread / breakfast
4 They / wash / in cold water
5 They / walk / to school
6 They / study / religion / every day

Functions

4

Apologising and making excuses

1 **Read and listen to the dialogue. Choose the correct answer.**

Julie Hi, Chris. Can you come to my party on ^{1} **Friday / Saturday**?
Chris I'm really sorry, but I can't go out this ^{2} **weekend / week**.
Julie Oh no, that's a shame. Why not? What happened?
Chris I forgot the time and I got home ^{3} **early / late** last Saturday. My parents were very ^{4} **worried / angry**.
Julie OK, never mind. It doesn't matter.
Chris Have a great party!

Key expressions

Apologies / Excuses	Reactions
I'm sorry.	That's a shame.
I'm really sorry, but …	Why not? What happened?
I can't go out this weekend.	It doesn't matter.
I forgot the time …	Never mind …

COMPETENCES

cultural awareness and expression
civic and social competences

2 **Use the Key expressions box to complete the following short dialogue. Then listen and check.**

Jack Hi Angela. Can you come to the library today?
Angela I'm ^{1}________________, but I can't come today.
Jack Oh no, that's ^{2}________________ . Why ^{3}________________ ?
Angela I haven't got any books with me today. I left my bag at home.
Jack OK. It ^{4}________________ .
Angela See you tomorrow.

3 **PAIRWORK** **In turns, choose one of the following situations and make a dialogue using the Key expressions box.**

1 You can't go swimming because you're studying for an exam.
2 You can't give your friend his dictionary because you left it in the library.
3 You can't go to the cinema because you haven't got any money.
4 You can't show your teacher your homework because you left it on the bus.

A *Do you want to go swimming, Jane?*
B *I'm sorry, I can't.*
A *That's a shame. Why not?*
B *I'm studying for an exam.*
A *OK, never mind.*

4 Skills and culture

http://www.askannie.co.uk
ASK ANNIE
for advice about the problems in your life.

Glossary

share	*have or use something at the same time as someone else*
my own space	*my personal space*
made fun of her	*laughed at her*
became friends	*developed an amicable relationship*

Reading

1 **Read and listen to the text. Choose the most suitable title for each paragraph.**

Paragraph 1 **A** I love my room. **B** My brother is so untidy!

Paragraph 2 **A** My friend can't speak English. **B** They're just bullies.

2 **COMPREHENSION** **Read the text and choose the correct option.**

1 In his old house Luke
A shared a room with his brother. **B** had his own room.

2 Luke feels angry because his brother
A is untidy. **B** doesn't study.

3 Luke is worried about
A his brother. **B** his exams.

4 Brenda's friend Wei was shy because
A her English wasn't good. **B** she was from China.

5 Some of the girls at school
A weren't kind to Wei. **B** helped Wei.

6 Brenda wants to
A help Wei. **B** help the girls.

Luke_2000
Date: 02/05/20…
h: 17:30

1 ______

My family moved house three months ago when my dad got a new job. In our new house I **share** a bedroom with my brother, Jed. In our old house I had my own room. It was small but I loved it. I was calm and relaxed because I had **my own space**. My life was great. Now it's awful! Jed is friendly and funny but he's really untidy. He leaves his things on the floor, on the desk, on the chair and on *my* bed! He's also very noisy. Last night he talked to his friends for three hours on Skype and then he watched a film on his tablet. I felt really angry because I wanted to sleep. I can't study when he's in our room and now I'm worried about my exams – I need to get good results this year. What can I do?

Brend@02
Date: 02/05/20…
h: 17:45

2 ______

I'm worried about my friend, Wei. She came to our school last term from China. At first her English wasn't very good and she was shy and quiet. But she's very clever. The school gave her a special teacher to help her in class and she learned quickly. Now her English is fine. But some of the girls at school weren't kind to her. They **made fun of her** and one of them wrote about Wei on a social media site. She felt quite sad and she stopped going out. Then I met Wei at a judo class and we **became friends**. She's a friendly, kind girl and she's very funny! She says she feels optimistic about life in England now but she's still a bit worried about the girls in her class. These other girls are just bullies. How can I help her?

Study tip

Listening for specific information

1 In the questions, underline the type of information you need (names, places, times, dates, etc.). For example, Millie in question 1, exercise 4.
2 Use the underlined words to write headlines in your notebook.
3 Listen and write down, under the headlines, every word you hear about the information you need.

Listening

3 **Listen to two girls talking. How is Lucy feeling?**

4 **Listen to the dialogue again and answer the questions.**

1 Who is Millie?
2 What happened when she got a new computer?
3 How are her results at school?
4 Has she got any friends online?

Speaking

5 **PAIRWORK In pairs, choose one of the following situations and act out a dialogue referring to it. Try to ask four questions each of you.**

1 You started a new school and you haven't got any friends.
2 You love football but you didn't get a place in the team.

A *Hi … , what's wrong?* B *I feel worried.* A *Why? What happened?*

Writing

6 **Write a post on Annie's website and explain the problem you talked about in exercise 5. Then collect the posts and create a class blog.**

My name's …   I started a new school last month and I am worried because …

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn
digital competence

Project time! Go to pp. 146–147.

4 Vocabulary strategies

COMPETENCES
learning to learn
civic and social competences

Strategy

The bilingual dictionary is an essential tool for learning a language. To use it, you must know the English alphabet and a set of terms that are used in dictionaries.

Using a bilingual dictionary

1 Put the following letters in the right place in the English alphabet.

J K W X Y

A B C D E F G H I L M N O P Q R S T U V Z

2 When you use a dictionary, you have to understand what the parts of speech are. Write the words in the correct category.

sleep under happy quickly ~~apple~~
clever hair well feel near

Nouns (n) apple, ____________________
Adjectives (adj) ____________________
Adverbs (adv) ____________________
Verbs (v) ____________________
Prepositions (prep) ____________________

3 Study the dictionary entry for the word *kind* and answer the questions.

kind **1** *adj* bun **2** *n* fel

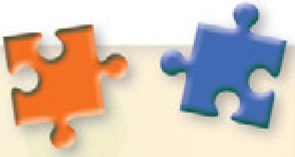
1 Which parts of speech can *kind* be? ____________________
2 What is the translation of *kind* in these sentences?
  A Martha is very *kind* to me. ____________________
  B What *kind* of films do you like? ____________________

4 Read the dictionary entries. Then read the sentences and translate the words in bold.

play **1** *v* a juca, a cânta **2** *n* piesă de teatru

last **1** *v* a dura **2** *adj* ultimul, trecut

1 They **play** football in the park. __________
2 We saw a **play** by Shakespeare at the theatre. __________
3 How long does the film **last**? __________
4 We went on a school trip **last** week. __________

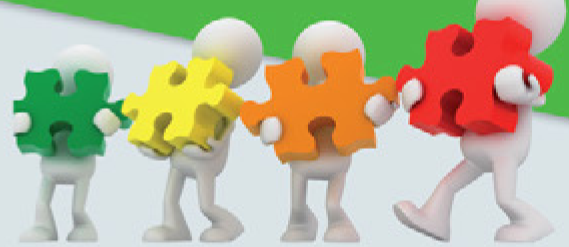


Alphabet race!

- In pairs, put the words in alphabetical order.
- Look up the words in the dictionary and write their translations.
- When you finish, shout 'Stop!'

1 surprise
2 relax
3 worry
4 back
5 fine
6 free

UNITS
EVALUATION TEST 3-4



Vocabulary

1 Choose the correct answer.

My uncle's has got ^{1}**spiky / freckles** hair. His hair's quite ^{2}**eyes / short**, too. He's got blue ^{3}**hair / eyes** like everyone else in the family and he has a ^{4}**moustache / spiky**. He doesn't wear ^{5}**hair / glasses** like me and hasn't got any ^{6}**eyes / freckles** on his face!

___ / 6

2 Unscramble the letters and find the words for physical appearance.

1 LCRUY ____________
2 EKSREFCL ____________
3 LNBOED ____________
4 TRIGHSAT ____________
5 DEBRA ____________
6 AVYW ____________

___ / 6

Grammar

3 Rewrite the sentences in the *past simple.*

1 The boy is tall. ____________
2 My friends are in class 5A. ____________
3 I'm not happy with you. ____________
4 She's a teacher at my school. ____________
5 We're always late for lessons. ____________
6 They're not in my class. ____________

___ / 6

4 Read the answers and then write the questions.

1 ______________________________?
I was on holiday last week.
2 ______________________________?
My birthday was in March.
3 ______________________________?
Yes, I was at the party last Saturday.
4 ______________________________?
The test was really easy, thanks.
5 ______________________________?
Because my alarm clock was wrong!
6 ______________________________?
No, the film wasn't very good after all.

___ / 12

5 Complete the questions and short answers.

1 '_______ you in London yesterday?' 'No, ____________.'
2 '_______ the film you saw yesterday evening good?' 'No, ____________.'
3 '_______ she online last night?' 'No, ____________.'
4 '_______ Rob and Mark there yesterday?' 'No, ____________.'
5 '_______ your train on time last night?' 'Yes, _______.'
6 '_______ the sausages you ate yesterday good?' 'Yes, ____________.'

___ / 6

6 Write sentences using the prompts and the *past simple* form of the verb *have*.

1 I / a lot of homework to do / yesterday
2 They / really nice car / last year
3 She / party / last week
4 Our class / exams / in July
5 My brother / accident / last summer
6 People / long hair / in the 1970s

___ / 6

Functions

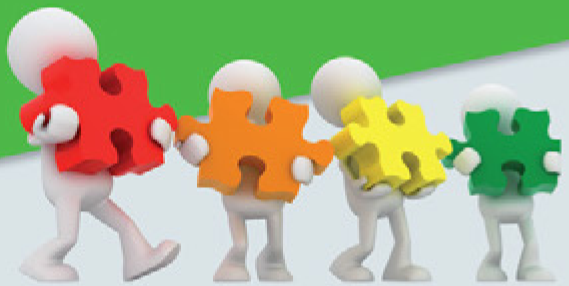
7 Match the questions to the answers.

1 ☐ Has your mum got dark hair like you?
2 ☐ Does your dad wear glasses?
3 ☐ Who do you look like in your family?
4 ☐ Has he got a beard?
5 ☐ Does your mother look a bit like you?
6 ☐ Is your dad tall with blue eyes?
7 ☐ Have you got any brothers or sisters?
8 ☐ What colour hair has your dad got?

A Yes, but just for reading.
B Just a sister, she's 17.
C Not very much, she's tall and blonde.
D No, he's quite short, actually.
E No, just a moustache.
F Dark. That's where I get it from.
G No, she's blonde like my sister.
H My mum, I think.

___ / 8

TOTAL ___ / 50



UNITS
EVALUATION TEST 3-4

VOCABULARY

1 Complete the words referring to emotions and feelings.

1 H _ _ _ Y
2 T _ _ _ D
3 B _ _ E _
4 E _ _ I _ _ _
5 A _ _ _ I _
6 R _ _ A _ _ _
7 S _ _
8 S _ _ _ R _ _ _ _

___ / 8

GRAMMAR

2 Complete the sentences with the *past simple* form of the verbs in the box.

play show listen wait work
want need walk

1 We __________ to music all evening long.
2 My father __________ in a factory in his first job.
3 The children __________ football in the park until it was late.
4 We __________ for two hours but no buses arrived!
5 I __________ him the pictures of our holiday.
6 After two hours of jogging we __________ a rest.
7 The students __________ to school because there were no trains or buses.
8 I __________ a new computer for Christmas, not a new bike!

___ / 8

3 Write sentences using the prompts and the verbs in the *past simple*.

1 Sam / stop / playing rugby last year
2 We / study / hard for the English test
3 They / chat / on the phone for hours
4 She / arrive / two hours late
5 My parents / travel / to the concert by train
6 I / live / in Mexico for two years

___ / 12

4 Complete the sentences with the *past simple* form of the irregular verb in brackets.

1 We __________ (go) to Greece for our holidays.
2 They __________ (leave) on the first train.
3 My friends __________ (give) me a surprise party last weekend.
4 I __________ (write) them an email about it.
5 I __________ (see) my old friends at the concert.
6 I __________ (know) all about it before them.

___ / 6

5 Complete the text with the *past simple* form of the verbs in the box.

leave forget meet get say find
know buy think see

Last weekend was my friend Rod's birthday but unfortunately me and my other friends ^{1}__________ about it and Rod ^{2}__________ really angry. Luckily, one of my friends ^{3}__________ someone who worked in a local disco and we ^{4}__________ this person on Monday evening to organise a surprise party. He ^{5}__________ the disco was busy all week except for Thursday so we booked it for then. We ^{6}__________ a good DJ and ^{7}__________ lots of food and drink from the supermarket. On Thursday our friend ^{8}__________ it was just an ordinary meeting of our group and was shocked when he ^{9}__________ his name outside the disco. We danced all night long and the last person ^{10}__________ at 2 am.

___ / 10

Functions

6 Complete the dialogue with the missing words.

Jason Can you come to my party tomorrow?
Safi I'm ^{1}__________ Jason but I can't come.
Jason Oh no, that's a ^{2}__________ . ^{3}__________ not? What ^{4}__________ ?
Safi Well my parents are really ^{5}__________ with me because my school report was bad.
Jason Well, never ^{6}__________ – see you at school on Monday.

___ / 6

TOTAL ___ / 50

Reading and writing

In some reading exercises you have to complete a dialogue. In the first part, you will find the dialogue with five missing lines. In the second part, you will find eight lines to choose from. You have to complete the dialogue choosing five of the eight lines proposed.

LET'S PRACTISE!

1 Read the questions and choose the correct option.

0 Was your granddad good-looking when he was young?
  A No, he isn't. He hasn't got any hair [✓ **B**] Yes, he was.
1 Does Max look like his dad?
  A No, he doesn't. He looks like his mum. **B** Yes, he likes his dad a lot.
2 Was your hair short when you were a child?
  A Yes, it's very short. **B** No, it wasn't. It was quite long.
3 Has your sister got brown eyes?
  A No, they're blue. **B** Yes, she's very tall and slim.
4 Who do you look like?
  A I look like tall. **B** I don't know.
5 Where are your glasses?
  A They were very cool. **B** I don't wear glasses any more. My eyes are OK.

STRATEGIES

- Before you begin, always read the entire dialogue.
- Study the sentences that come before and after the lines you have to complete.
- After you finish the exercise, read the dialogue and check if it makes sense.

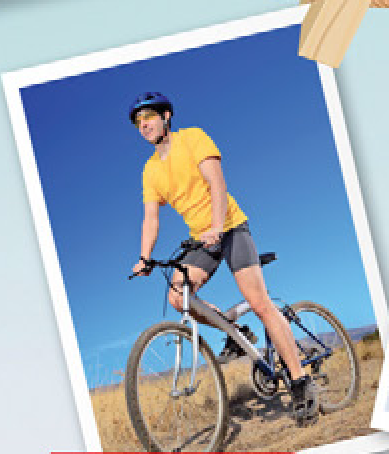
2 Complete the dialogue between two friends. What does Flora tell Emma?

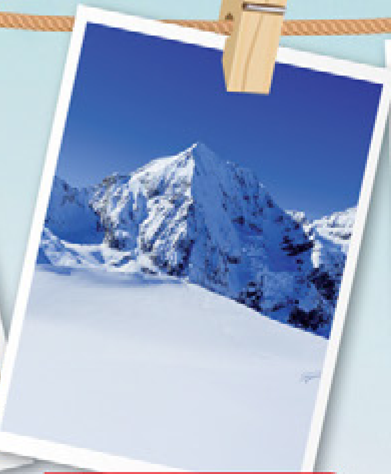
Emma Do you look like your dad or mum?
Flora 1 ☐
Emma What colour hair has your mum got?
Flora 2 ☐
Emma Your brother doesn't look like you. Does he look like your dad?
Flora 3 ☐
Emma You've got a little sister too, right?
Flora 4 ☐
Emma Who does she look like?
Flora 5 ☐
Emma Really? Have you got a photo of her on your phone?

A She's got blue eyes and blonde curly hair.
B Yes. Her name's Sophie and she's only six.
C I think I look like my mum. We're both slim and tall.
D I like my mum and dad.
E I don't know. People say she's like me. I hope so because she's really pretty!
F Yes, he does. They've both got curly brown hair and they're quite stocky.
G No, they haven't, but they've got big feet!
H It's the same colour as mine and we've both got brown eyes.

5

Where did you stay?


1 *cycling*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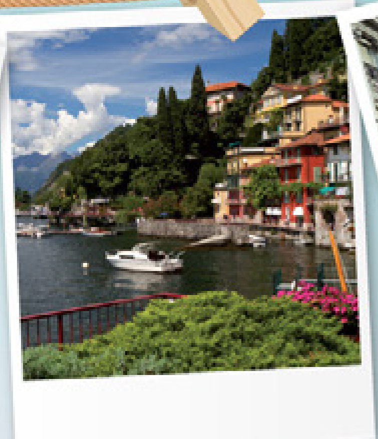
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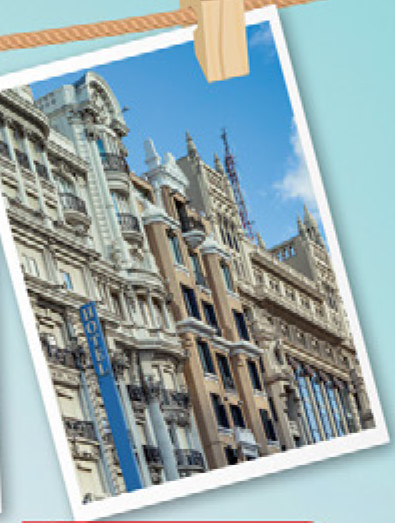
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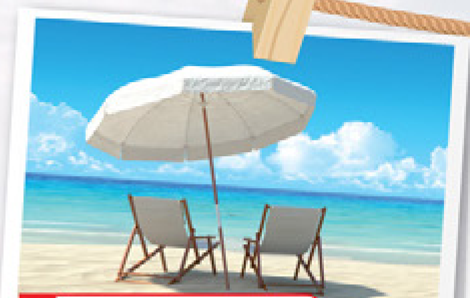
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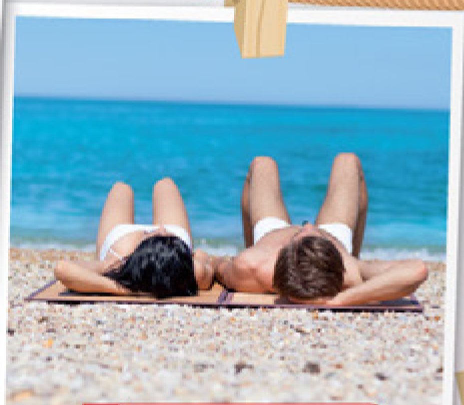
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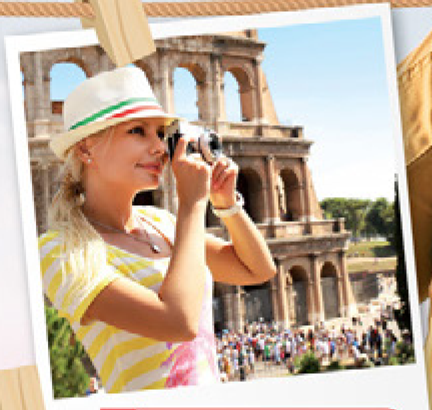
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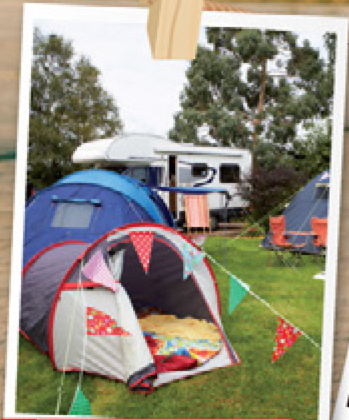
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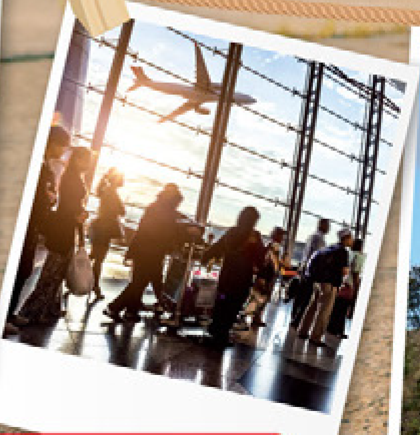
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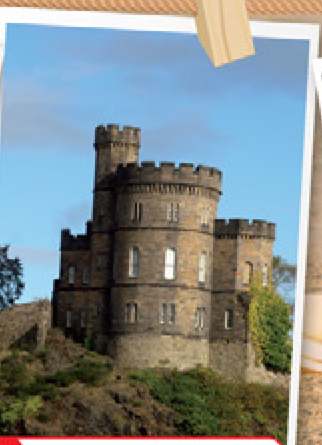
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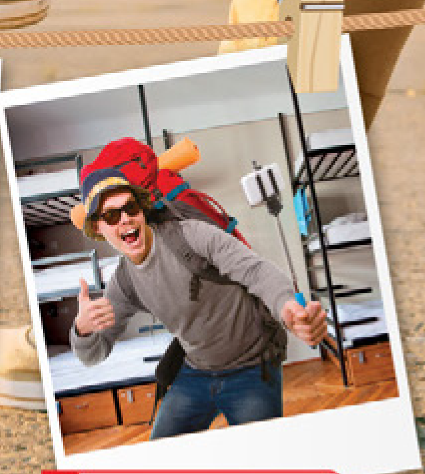
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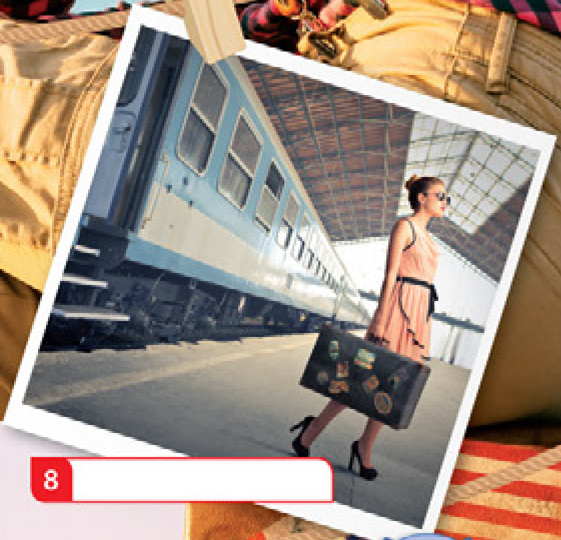


8

Holiday places and activities

1 **Write the words in the box under the pictures. Listen and check. Then listen again and repeat.**

youth hostel castle beach campsite
mountains lake railway station airport hotel
sightseeing sunbathing ~~cycling~~

2 **Put the words in exercise 1 in the correct category. Add two more words to each of them.**

Places to stay: ______________________
Places to visit: ______________________
Transport places: ______________________
Activities: ______________________

3 **Listen to two people talking about their last holidays. Write the words you hear in exercise 1 for each dialogue.**

Dialogue 1: __________, __________, __________
Dialogue 2: __________, __________, __________
Dialogue 3: __________, __________, __________
Dialogue 4: __________, __________, __________

4 **Listen to the dialogues again and complete the table for each person.**

	went to …	**stayed in …**	**went … -*ing***
Anna			
Sam			
Tom			
Becky			

5 **PAIRWORK** **In turns, complete the information about your last holidays and make a report.**

I went to …
I stayed in a …
I went …
I thought the holiday was …

Look out!

We use *go* + *-ing* form to talk about activities we do during holidays, and *go* + *to* + article + name to talk about places we visited.

They **go skiing** in Switzerland every winter.
We **went to a castle** on Sunday.

Word bank p. 160

5 Dialogue

DVDSTORY 05

Did you go cycling?

1 READ AND LISTEN **Where did Ricky go on holiday?**

Mrs Martin Hi Ricky, how was your holiday?

Ricky Great thanks, Mrs Martin.

Mrs Martin Where did you go?

Ricky We went to Scotland.

Mrs Martin Oh, I love Scotland! It's beautiful! Did you stay in a hotel?

Ricky Yes, we did. We stayed in a hotel in Edinburgh.

Mrs Martin What did you do in Edinburgh?

Ricky Well, we went sightseeing and we visited the castle.

Chloe Did you take lots of photographs?

Ricky No, I didn't. I forgot my phone so I couldn't take any photos! My dad took some.

Mrs Martin Did you go cycling?

Ricky No, we didn't cycle this time. We went walking in the mountains. Oh, and we went to the beach …

Mrs Martin The beach? In Scotland? You're joking!

Ricky No, I'm not. It was beautiful – you could see for miles.

Chloe Did you go swimming?

Ricky No, I didn't! I put my foot in the water, but I didn't go in! It was really cold! I prefer the Mediterranean!

Listen again and repeat.

Everyday English

You're joking!

You could see for miles.

2 **COMPREHENSION** **Read the dialogue again and choose the correct answer.**

1 Mrs Martin thinks Scotland is
A sad. **B** beautiful. **C** cold.

2 In Edinburgh Ricky's family stayed in
A a hotel. **B** a youth hostel. **C** a campsite.

3 His family didn't go
A cycling. **B** to the mountains. **C** to the beach .

4 Ricky didn't take any photos because
A he hasn't got a phone. **B** he broke his phone. **C** he forgot his phone.

5 He didn't go swimming at the beach because
A the water was cold. **B** he forgot his swimming trunks. **C** he can't swim.

3 **Read the dialogue again and match the questions to the answers.**

1 ☐ Where did you go?
2 ☐ What did you do?
3 ☐ Did you stay in a hotel?
4 ☐ Did you take lots of photographs?
5 ☐ Did you go cycling?

A Yes, we did.
B No, we didn't cycle.
C We went to Scotland.
D No, I didn't.
E We went sightseeing.

4 **Fill in the gaps with information from the dialogue on page 64. Listen and check. Then listen again and repeat.**

Mrs Martin	Hi **Ricky**, [1] ________________ your holiday?
Ricky	Great thanks, **Mrs Martin**.
Mrs Martin	[2] ________________________
Ricky	We went to **Scotland**.
Mrs Martin	Oh, I love **Scotland**! It's beautiful! [3] ________________________
Ricky	Yes, we did. We stayed **in a hotel in Edinburgh**.
Mrs Martin	[4] ________________ in **Edinburgh**?
Ricky	Well, we **went sightseeing** and we **visited the castle**.

5 **PAIRWORK** **In pairs, think about your last holidays and act out the dialogue in exercise 4, changing the words in bold.**

A *Hi Ale, how was your holiday?*
B *Great thanks, Sarah.*
A *Where did you go?*

5 Grammar

A *Past simple*

Negative form

Long form	Short form
I **did not** go.	I **didn't** go.
You **did not** go.	You **didn't** go.
He / she / it **did not** go.	He / she / it **didn't** go.
We **did not** go.	We **didn't** go.
You **did not** go.	You **didn't** go.
They **did not** go.	They **didn't** go.

Subject + ***did*** + ***not*** + **base form of the verb**

To make the negative form of the *past simple*, we put *did* + *not* before the base form of the verb. We use this rule with all regular and irregular verbs except the verb *to be*.

We **didn't** go camping.
You **weren't** at school last week.

1 **Rewrite the sentences in the negative.**

0 We went to the beach every day.
We didn't go to the beach every day.
1 I met the boys in the restaurant.
2 Sam felt tired last night.
3 You stayed in a hotel in Ireland.
4 We ran five kilometres yesterday.
5 It rained all week in London.
6 They saw their grandparents in Italy.

Pronunciation – The silent *h*

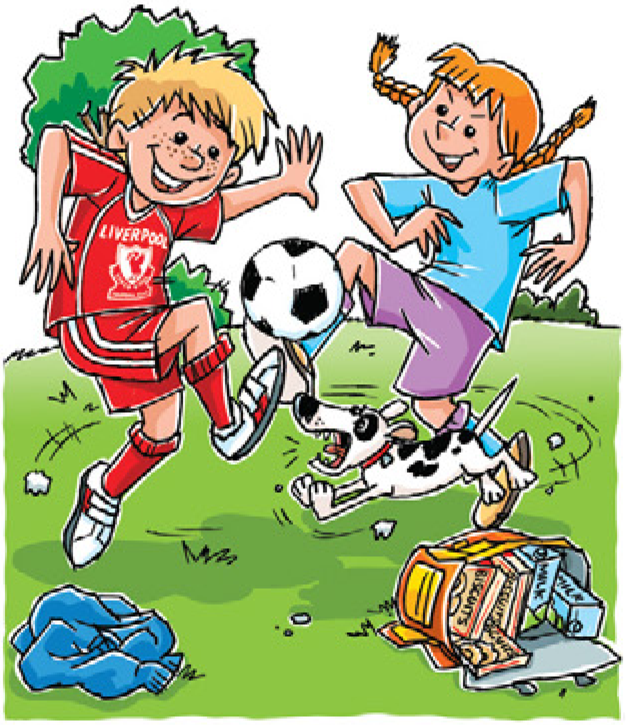
2 **Listen and repeat.**

/h/	–
hotel, hostel	honest, vehicle
______	______

3 **Listen and write the words in the correct column in exercise 2. Listen and check. Then listen again and repeat.**

yoghurt honey house hour how

4 **Look at Jack's picture when he was six. All the following sentences about him are false. Correct them. Listen and check. correggile.**



He didn't like playing in his bedroom.
He liked playing in the park.
1 He liked playing computer games.
2 His best friend was a boy.
3 Her hair was short.
4 He had a black and white cat.
5 He wore long trousers.
6 He loved Manchester United.
7 He ate a lot of apples.
8 He drank a lot of cola.

5 **How were you when you were six? Read the sentences and correct them so they are true for you.**

0 I did my homework every afternoon.
I didn't do my homework every afternoon.
1 I ate a lot of sweets.
2 I liked playing with Lego.
3 I went swimming every week.
4 I liked my teacher.
5 I spoke five languages.
6 I had long hair.
7 I was two metres tall.
8 I played the saxophone.

B *Past simple* – Interrogative form and short answers

Interrogative form	Short answers	
	Affirmative	Negative
Did I go?	Yes, you **did**.	No, you **didn't**.
Did you go?	Yes, I **did**.	No, I **didn't**.
Did he / she / it go?	Yes, he / she / it **did**.	No, he / she / it **didn't**.
Did we go?	Yes, you **did**.	No, you **didn't**.
Did you go?	Yes, we **did**.	No, we **didn't**.
Did they go?	Yes, they **did**.	No, they **didn't**.

Did + **subject** + **base form of the verb?**

To make the interrogative form of the *past simple*, we put the auxiliary *did* before the subject + the base form of the verb. We use *Yes / No* + subject + *did / didn't* in short answers.

'**Did** you **visit** any Scottish castles?' 'Yes, we **did**.'
'Where **did** you **go** on Saturday?'
'We went to the swimming pool.'

Get it right!

Remember that in the negative and interrogative forms, the auxiliary *to be* changes its infinitive form into the *past simple* (*do / does* → *did* and *don't / doesn't* → *didn't*), while the main verb doesn't change its base form.

I **didn't** ~~**liked**~~ the film.	I **didn't like** the film.
Did you ~~**saw**~~ Tim?	**Did** you **see** Tim?

6 **Write the questions using the prompts and the *past simple*. Listen and repeat.**

0 you / stay / in a youth hostel? (–)
Did you stay in a youth hostel?
1 they / want / chips / with their burgers? (+)
2 Harry / play / football / last term? (+)
3 you / meet / your cousins / at the party? (–)
4 I / give / you / Lottie's number? (+)
5 you / have / a good holiday? (–)
6 Sally / buy / a present for her mum? (+)

7 **Now write short affirmative (+) or negative (–) answers for the questions in exercise 6.**

Did you stay in a youth hostel? *No, I didn't.*

8 **Read Molly's letter. Fill in the gaps with the correct form of the verb in brackets. Listen and check.**

Hi Sasha,
I arrived in Tenerife last Saturday. I'm staying with Maria. ^{0} *Did* you *meet* (meet) Maria last summer at my house? She's really nice.
We ^{1} __________ (not / go) out on my first night. Maria's mum cooked me a special dinner. She cooked paella – it's a fish dish
I ^{2} __________ (not / know).
I ^{3} __________ (not / like) it very much.
On Sunday we went to the beach.
I ^{4} __________ (not / go) sailing but I tried windsurfing for the first time!
^{5} __________ you __________ (try) windsurfing in Cornwall? I was so tired after!
Yesterday we went to see the volcano.
The weather was bad in the mountains, so we ^{6} __________ (not / see) very much and I ^{7} __________ (not / take) any photos, but I bought a postcard of the volcano later!
How ^{8} __________ (be) your holiday in Cornwall? ^{9} __________ you __________ (see) your cousins there?
See you soon,
Love, Molly

9 **Write questions and answers about Molly's holiday using the prompts and *where, when, what, who*.**

0 Molly / arrive / Tenerife? (last Saturday)
'When did Molly arrive in Tenerife?'
'She arrived in Tenerife last Saturday.'
1 she / stay / with? (Maria)
2 Maria's mum / cook? (paella)
3 they / go / on Sunday? (the beach)
4 Molly / try / at the beach? (windsurfing)
5 she / buy? (postcard)

5 Grammar Round-up

C *Used to* – Affirmative, negative and interrogative forms

We use *used to* for things that happened in the past but no longer happen. We also use it for things that were true but are not true any more.

We **used to live** in a big house. (but now we don't)

I **used to have** long hair in high school. (but now I don't)

Affirmative form

Subject	+	*used to*	+	base form of the verb

Negative form

Subject	+	*didn't*	+	*use to*	+	base form of the verb

Interrogative form

Did	+	subject	+	*use to*	+	base form of the verb?

For both negative and interrogative forms, we don't use the *past simple* form of the verb *used to*.

I **didn't use ~~used~~ to like** pineapple, but I like it now.

Did Sarah **use ~~used~~ to be** a teacher?

10 Write sentences with *used to* and the prompts below.

1 We / have a tree house in our grandmother's garden.
2 You / go to the mountains every winter?
3 He / not / drink green tea.
4 Tim / play the piano.
5 She / play tennis when she was younger?
6 I / not / have short hair.
7 My cousins / live in the countryside.

11 Write sentences about what you used to and didn't use to do when you were in primary school. Use the prompts below.

0 use a smartphone
I didn't use to use a smartphone.

1 speak English
2 write
3 do karate
4 ride a bicycle
5 ski
6 swim

1 Read the interview about an exchange trip in New Zealand. Choose the correct answer.

New Zealand Trip 2016

Pip	Where did you [✓ go] / went in New Zealand?
Marcia	We didn't 1 **go / went** to the capital, Wellington. We went to Auckland.
Pip	When did you 2 **leave / left** London?
Marcia	We left on October 11th and arrived in New Zealand after 26 hours on the plane. We didn't 3 **get / got** much sleep!!
Pip	Where did you 4 **stay / stayed** in Auckland? Did you stay with host families?
Marcia	We didn't 5 **stay / stayed** with host families all of the time. We stayed in a youth hostel for four days. It was in the mountains and it didn't 6 **have / had** any electricity!
Pip	What did you 7 **do / did** during the trip?
Marcia	We went windsurfing, rock climbing, horse riding, sailing and swimming with dolphins. There were so many great activities but we 8 **can't / couldn't** do them all!

2 PAIRWORK You went to New Zealand. In turns, ask and answer questions. Use the prompts and the *fact file*.

How many days / you / stay?
What places / you / visit?
you / like / the food?
What / be / your favourite / activity?

A *How many days did you stay, Peter?*
B *I stayed for 15 days.*

Top 3 tourist attractions in Auckland The Sky Tower / Waiheke Island / The Sea Life Aquarium
Top 3 favourite foods in Auckland fish / sea food / ice cream
Top 3 tourist activities in Auckland sailing / windsurfing / walking

FACT FILE

Making arrangements – Suggesting, accepting, refusing

1 **Read and listen to the dialogue, then choose the correct answer.**

Laura Shall we go ^{1} **swimming / shopping** on ^{2} **Sunday / Saturday**, Ellie?
Ellie That's a fantastic idea!
Laura Let's go to the ^{3} **pool / shopping centre**.
Ellie No, I don't like the shopping centre. Why don't we go to Victoria Street instead? There are a lot of great ^{4} **cafés / shops** there.
Laura Yes, good idea! I like Victoria Street. Where shall we meet?
Ellie Why don't we meet outside the old ^{5} **railway station / castle**?
Laura Yes, OK. What time shall we meet?
Ellie How about meeting at half past ^{6} **seven / eleven**?
Laura No, I'm sorry I can't. Is twelve o'clock OK for you?
Ellie Yes, that's fine. See you then.

COMPETENCES

cultural awareness and expression
civic and social competences

Key expressions

Suggestions	Reactions
Shall we … ?	That's a fantastic idea!
Let's …	No, I don't like …
Why don't we …?	Yes, good idea! / No, I'm sorry I can't.
How about … -ing?	No, I'm sorry I can't. / Let's meet at …
Is … OK for you?	Yes, that's fine.

2 **Listen to the two dialogues and answer the questions.**

	Dialogue 1	Dialogue 2
1 Where do they decide to go?		
2 Where do they decide to meet?		
3 What time do they decide to meet?		

3 **PAIRWORK** **In pairs, make your schedules for the next weekend using the Key expressions box and the prompts below.**

- go to the cinema / a football match / shopping
- go skiing / swimming / cycling
- go for a pizza / to a concert / dancing

A *Why don't we go skiing on Sunday?*
B *Good idea. Let's go with Julie and Tom.*

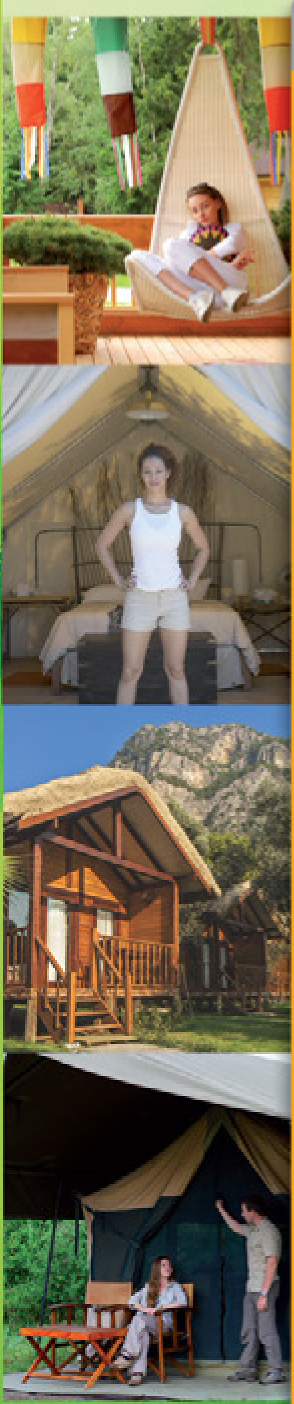
http://www.wildlyglamourous.co.uk

WILDLY glamourous

1

Glamping holidays in beautiful places!

Wildly glamourous is a wild camping experience. Go camping in beautiful, remote places, with **accommodation** in luxury safari lodges and all the comforts of home!



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http://www.lisawrenonlisa.co.uk

My glamping holiday

2

March 21, 2017

by Lisa Wren

I didn't know what 'glamping' was until last summer. Well, that's when I had my first glamping experience! Why did we go glamping? Well, my dad loves camping but my mum doesn't like it, so Dad suggested a different kind of camping holiday, 'glamorous camping' or 'glamping'. You stay in a remote place, far away from towns, and you sleep in a tree house, or a safari tent, or a cabin. It's very cool!

On our glamping holiday we stayed in a big tent called a 'lodge'. Inside it was like a house! We had two bedrooms and a living room with a **wood stove** for cooking. We didn't have any electricity but there were lanterns to use at night. You could buy fresh food from the local farm too – eggs, milk, butter, cheese, bread, and meat. Mum didn't like cooking on the wood stove but we thought everything was delicious!

I thought the glamping site was really beautiful. It was in a forest near the beach. It was very quiet and there were a lot of animals and birds. Every day we went cycling and walking, and we swam in the sea. There wasn't any wifi, so I couldn't use my tablet and write my blog (sorry blog readers!), but after a few days I forgot about it. In the evening I read books and played games with my family. Or I just sat outside and looked at the stars. It was a wonderful, relaxing holiday and a chance to get close to nature.

I ❤ glamping!

Where did you go on holiday?

Add a post!

COMMENTS (58)

Glossary

accommodation	*a place to stay*
wood stove	*a metal container with a pipe for smoke to escape and a door, in which you can burn wood to provide heat*

Skills and culture 5

Reading

1 **Read the texts quickly. What is a *glamping holiday?***

2 **COMPREHENSION Read and listen to Lisa's blog post. Answer the questions.**

1 Where did Lisa's family go last year?
2 Where did they stay?
3 How many rooms were there?
4 Why did they use lanterns at night?
5 What did they buy from the local farm?
6 What did they do during the day?
7 What did Lisa do in the evening?
8 Why did Lisa like the holiday?

Listening

3 **Listen and complete the information about Paul's summer camp holiday. Then match the questions (1–5) to the answers (A–E).**

1 ☐ He went to the camp last __________ .
2 ☐ He stayed in a big house with a lot of __________ .
3 ☐ He went __________ in the mountains and he went __________ on the lake.
4 ☐ The food was __________ and the __________ were amazing!
5 ☐ Yes, he could phone his __________ from the camp.

A What activities did he do there?
B Could he phone his family from the camp?
C What was the food like?
D When did Paul go to Lake Land Summer camp?
E Where did he stay?

Speaking

4 **PAIRWORK Imagine you had an unusual holiday. In turns, ask and answer the questions.**

- Where did you go?
- Where did you stay?
- What activities did you do?
- Did you …?
- What was the weather / food like?
- What did you enjoy most?

Writing

5 **Write a blog post about the holiday you described in exercise 4, including the information in the Study tip box.**

Study tip

Writing a blog post

1 Start with the topic: write what kind of holiday it was;

Last winter, I went skiing …

2 describe where you stayed
3 write about the food: did you like it?
4 talk about the activities you carried out;
5 express your opinion: did you enjoy your holiday?
6 after you finish writing, check your grammar and spelling.

Now read Luisa's blog post again then underline and number the parts that correspond with these points (1–6).

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn
digital competence

Project time! Go to pp. 148–149.

5 Vocabulary strategies

COMPETENCES
learning to learn
logical and mathematical competence

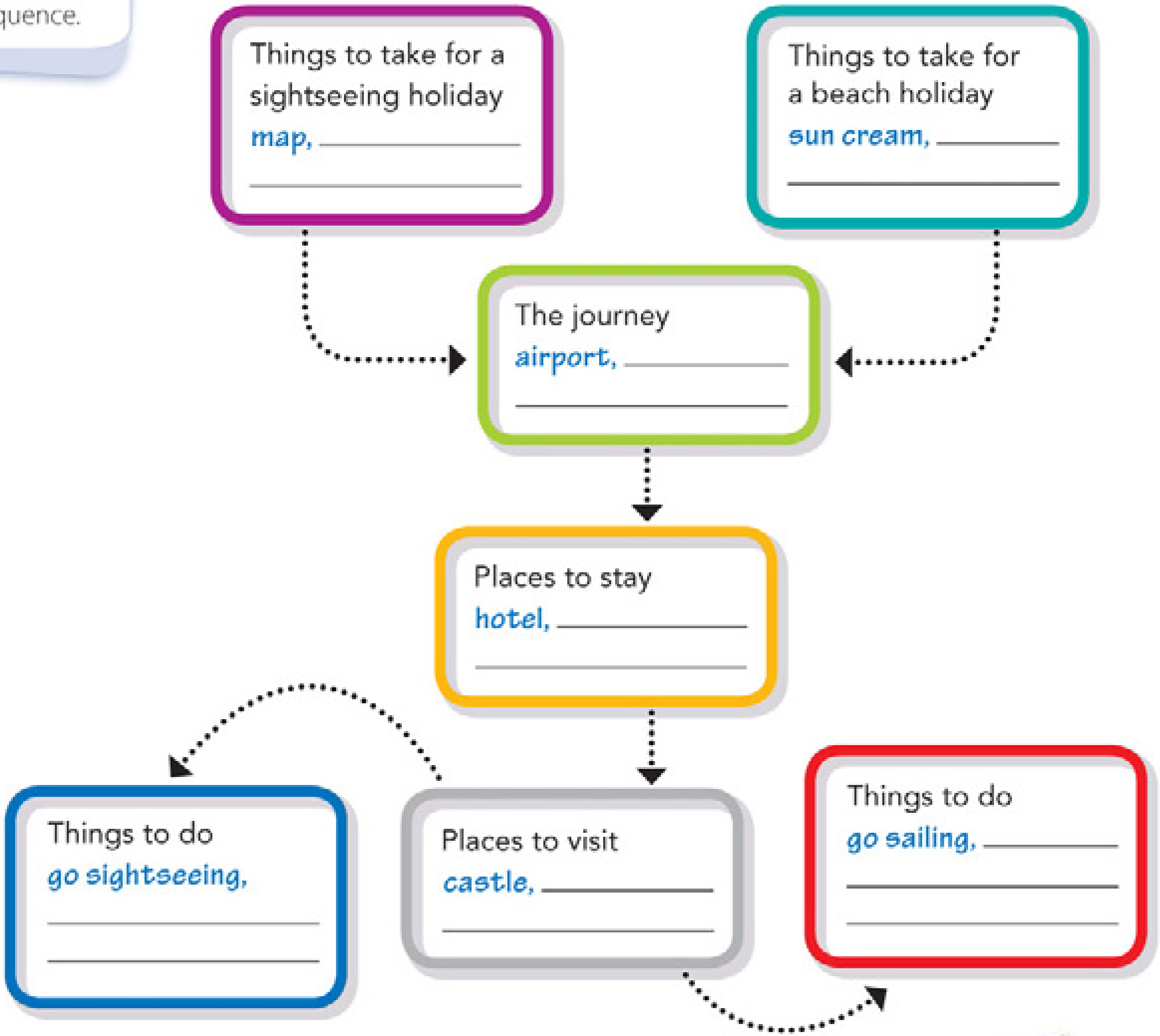
Strategy

A flow diagram is very useful in learning words that can be gathered together in a sequence.

Creating a flow diagram

Holiday places and activities

1 Study the words on pages 62–63 and 160 (Word bank), and add them to the flow diagram. Some of the words can be put in more than one place.


Things to take for a sightseeing holiday
map, ______
______
Things to take for a beach holiday
sun cream, ______
______
The journey
airport, ______
______
Places to stay
hotel, ______
______
Things to do
go sightseeing,
______
______
Places to visit
castle, ______
______
Things to do
go sailing, ______
______
______

GAME

20 QUESTIONS!

- Student A chooses a country from the list below and imagines that he / she went on holiday there, without making known his / her choice to his partner.
- Student B asks the questions in the *past simple* and tries to guess the place Student A went on holiday. He / she can ask only 20 questions.
- Student A can only answer with 'Yes, I did' or 'No, I didn't', without adding extra information.

Countries

Australia
Canada
Germany
Mexico
Switzerland
The UK
France
Portugal
Spain
The USA
Brazil
Argentina

Questions

speak (language)?
eat / drink (special food)?
see (mountains / cities / beaches)?
visit (monuments)?

Reading and writing

In some reading exercises, you are given a short text with eight gaps to be filled in. For each gap there are three options. You have to read the text and choose the correct option: A, B or C.

LET'S PRACTISE!

1 Answer the question and then choose the correct option to complete the sentence.

0 We ______ not go on holiday last year.
A do **B** does [✓ **C** did]
What tense do we use with *last year*?

1 Jamie went to his friend's house after school ______ he wasn't there.
A but **B** because **C** so
What conjunction do we use when something unexpected happens?

2 Paul and Henry often go ______ in the mountains.
A cycle **B** cycling **C** cycles
We talk about activities. What verb form do we use after *go*?

3 They went ______ Scotland by train.
A to **B** in **C** at
What preposition do we use after *go*?

4 I ______ speak English when I was 5.
A can't **B** wasn't **C** couldn't
Do we use the past or the present tense?

5 It ______ Amy's birthday two days ago.
A was **B** is **C** were
What tense do we use with *ago*?

STRATEGIES

- Read the text quickly.
- Study the example carefully.
- Begin with gap number 1. Read the entire sentence. Then study the words that come before and after the gap carefully.
- Try to fill in the gap with all the three options.
- Choose the option that you think is the most suitable.

2 Read the article about holidays. Choose the correct answer (A, B or C).

BRITISH SEASIDE HOLIDAYS

Seaside holidays became popular ^{0}______ Britain in the nineteenth century. Before this, ordinary families ^{1}______ not have holidays. Only rich people went on holiday. For the first time, people ^{2}______ go on holiday. Why? Because of trains! ^{3}______ could travel long distances by train and train tickets were ^{4}______ expensive. In the summer, ^{5}______ lot of people travelled to the seaside from the big cities for a day out. The small villages on the coast grew into towns. They built hotels, restaurants, shops and parks for the visitors. ^{6}______ did the visitors do at the seaside? Parents sat on ^{7}______ beach and the children played and swam in the sea. Later, families went ^{8}______ holiday to the seaside for a week every summer.

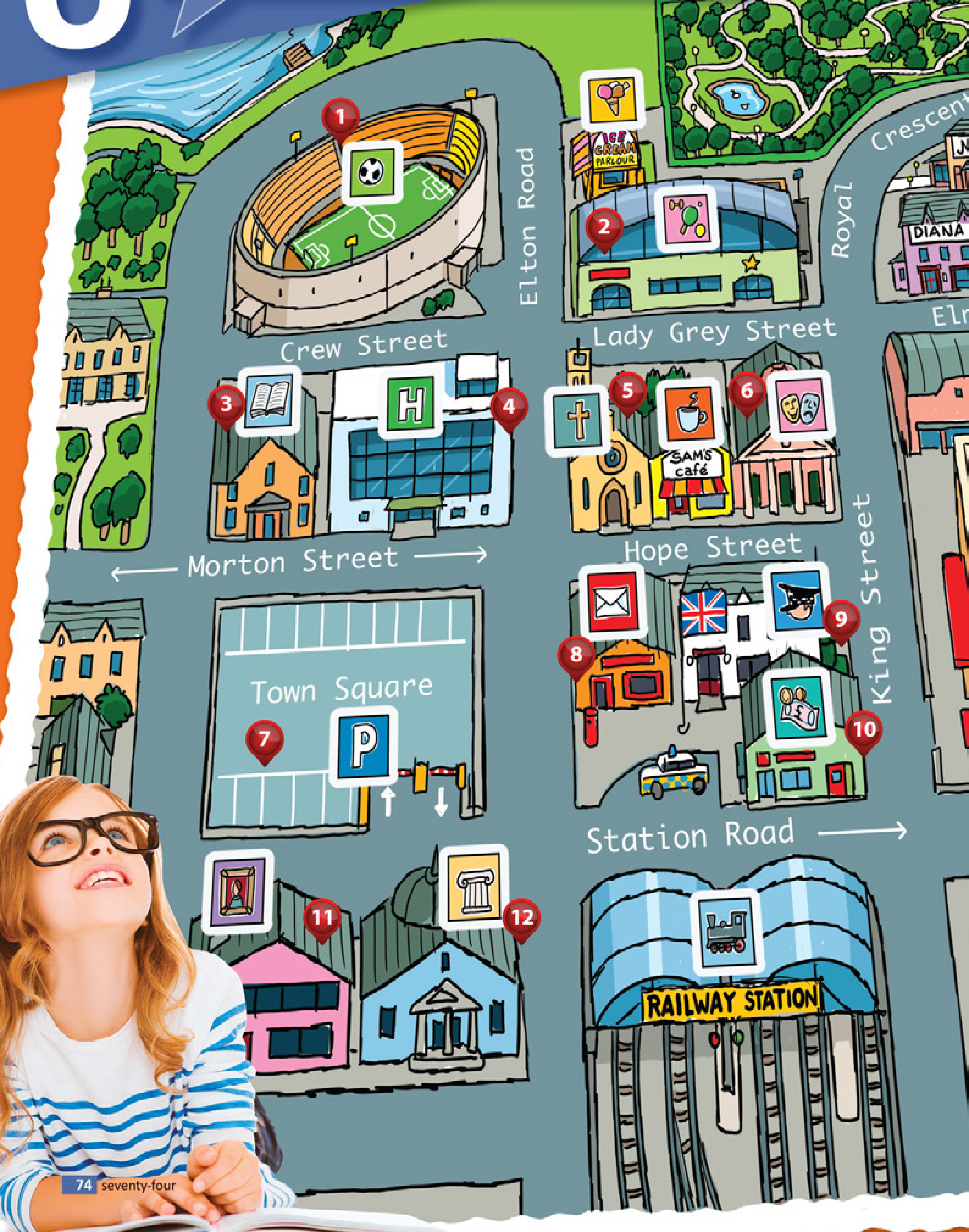
0 A on **B** to [✓ **C** in]

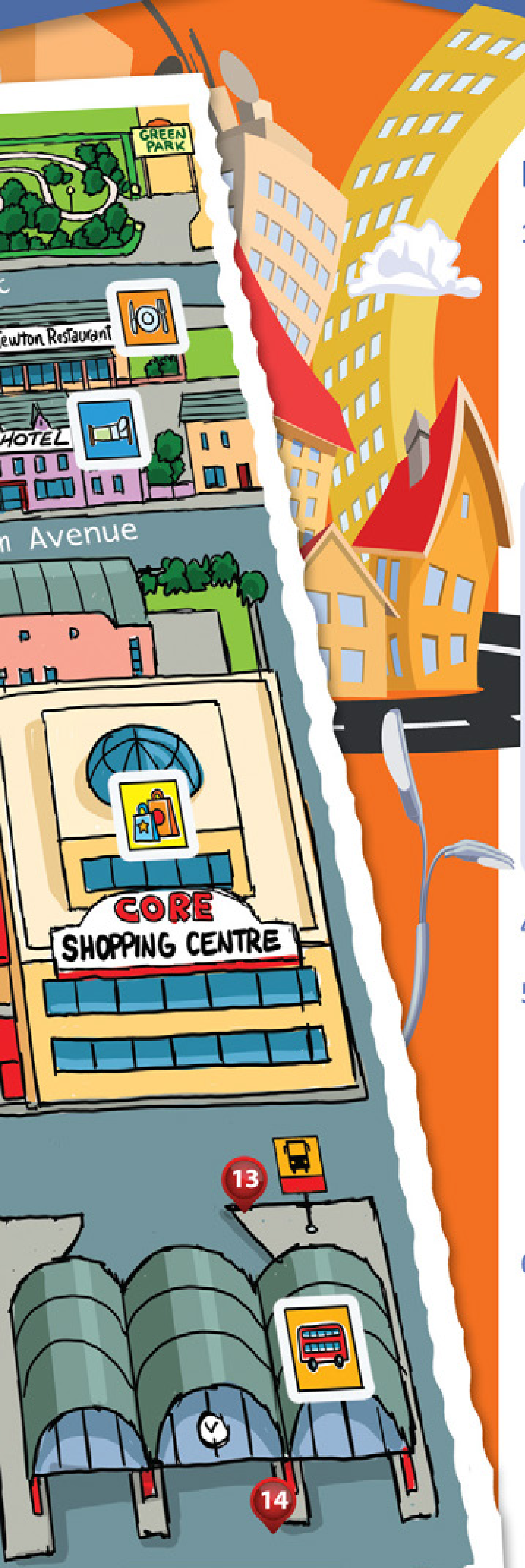
The correct answer is C.

1 A did **B** do **C** does
2 A were **B** could **C** can
3 A It **B** He **C** They
4 A no **B** not **C** never
5 A the **B** this **C** a
6 A What **B** How **C** Where
7 A the **B** a **C** these
8 A o **B** on **C** at

6

I'm going to the museum


1
2
3
4
5
6
7
8
9
10
11
12
Elton Road
Crew Street
Lady Grey Street
Royal
Crescent
ICE CREAM PARLOUR
DIANA
Morton Street
Hope Street
King Street
SAM'S café
Town Square
P
Station Road
RAILWAY STATION



Word bank pp. 161–162

Vocabulary 6

Places in town

1 Look at the map of Newtown. Match the words to the numbered pictures. Listen and check. Then listen again and repeat.

- ☐ church
- ☐ bus stop
- ☐ bank
- ☐ library
- ☐ museum
- ☐ police station
- ☐ leisure centre
- ☐ post office
- ☐ hospital
- ☐ theatre
- ☐ stadium
- ☐ bus station
- ☐ art gallery
- ☐ car park

Pronunciation – The sounds /tʃ/ and /ʃ/

2 Listen and repeat.

/tʃ/	/ʃ/
church, choose	shop, shoes
______________	______________
______________	______________

3 Listen and write the words in the correct column in exercise 2.

chin special show station much
chicken French wash

4 Listen to Amy and Mark. Where are they?

5 Listen again and complete the sentences.

1 Mark is at the ______________ and Amy is at the ______________ .

2 The café is next to the ______________, and near the ______________ .

3 There is a bus stop in front of the ______________ .

4 The café is opposite the ______________ and between the theatre and the ______________ .

6 PAIRWORK Student A: you are at the bank. Student B: you are at the library. Call each other and decide where to meet in Newtown. Then swap roles and choose a new meeting place.

A *Hi, Kate. I'm at the bank. Where are you?*

B *I'm at the library. Shall we meet at the park?*

DVDSTORY 06

What are you doing on Saturday?

1 READ AND LISTEN **What is Adam's plan for Saturday afternoon?**

Ricky What are you doing on Saturday afternoon, Adam?

Adam I'm going to the leisure centre in Queen Street with Vijay and Jazmin. We're going bowling.

Ricky I love bowling! Can I come? I'm not doing anything on Saturday afternoon.

Adam Sure. We need another player.

Ricky OK. What time does the leisure centre open?

Jazmin It opens at half past two but I booked the second bowling session. It starts at half past three.

Adam Yeah, we're going to the ice-cream parlour first!

Jazmin Why don't you come too, Ricky? You love ice cream!

Ricky I'm sorry, I can't. I'm having lunch with my family at the pizza restaurant. Where is the leisure centre?

Jazmin It's next to the library in Queen Street.

Ricky Hmm. What time does our session finish?

Adam It finishes at half past four. My dad's coming to get me. We can give you a lift.

Ricky Cool, thanks Adam! Prepare to be amazed, guys. I was a bowling champion in Italy!

Listen again and repeat.

Everyday English

booked
session
is coming to get me
Prepare to be amazed, guys.

2 COMPREHENSION Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

	T	F
1 The leisure centre is in King Street.	☐	☐
2 The leisure centre opens at half past three.	☐	☐
3 The friends' bowling session starts at half past two.	☐	☐
4 Ricky knows where the leisure centre is.	☐	☐
5 The friends' bowling session finishes at half past four.	☐	☐
6 Ricky is very good at bowling.	☐	☐

3 Complete the sentences.

1 What [1]__________ you [2]__________ tomorrow?
2 We [3]__________ to the ice-cream parlour.
3 Ricky [4]__________ anything on Saturday afternoon.
4 Ricky [5]__________ lunch at a pizzeria.
5 Their bowling session [6]__________ at 4:30.
6 Adam's dad [7]__________ to get him in his car.

4 Fill in the gaps with information from the dialogue on page 76. Listen and check. Then listen again and repeat.

Ricky What [1]__________ you [2]__________ on Saturday afternoon, Adam?
Adam I [3]__________ to the leisure centre in Queen Street with Vijay and Jazmin. We [4]__________ bowling.
Ricky I love bowling! Can I come? I [5]__________ not [6]__________ anything on Saturday afternoon.
Adam Sure. We need another player.
Ricky OK. What time [7]__________ the leisure centre [8]__________ ?
Jazmin It [9]__________ at half past two but I booked the second bowling session. It [10]__________ at half past three.

5 PAIRWORK What are your plans for the next weekend? Act out the following dialogue changing the underlined words.

A *What are you doing on Saturday, Ben?*
B *I'm meeting Sam and George in town.*
We're going shopping.
A *I love shopping! Can I come? I'm not doing anything on Saturday.*
B *Sure.*

6 Grammar

A Present continuous with a future meaning

We use the *present continuous* to talk about future plans when the plan is an 'arrangement' and when we already know the time and the place.

'What **are** you **doing on Saturday**?'
'I**'m going** to the leisure centre.'
Sally**'s having** a party at her house **at 8:30**.
He**'s meeting** us at the café **later**.

1 **Look at the Clifford family's calendar and complete the following sentences. Use the *present continuous* form of the verb in brackets.**

Mon	Susan swimming lesson, 4:15 pm; Mum & Dad, parents' evening, 7:30, Greywalls School
Tue	Mum, take dog to vet, 9:15 am; Ben, guitar lesson, 5:30 pm
Wed	Ben, football practice, 3:45-5:00 pm; Mum, yoga class, 8:00 pm
Thu	Mum & Dad, tennis game, 7:30 pm
Fri	Susan, Karen's birthday party, 7:30 pm
Sat	Ben, football match, 11:15 am; Ben, school disco, 8:00 pm
Sun	Lunch at Nina and Joe's house, 1:00 pm

0 Susan's having (have) a swimming lesson at quarter past four on Monday.
1 Mum and Dad __________ (go) to a parents' evening at school on Monday evening.
2 Mum __________ (take) the dog to the vet at quarter past nine on Tuesday.
3 Ben __________ (play) football on Wednesday at quarter to four.
4 Mum __________ (do) yoga on Wednesday evening.
5 Mum and Dad __________ (play) tennis on Thursday evening.
6 Susan's friend, Karen, __________ (have) a party on Friday evening.

2 **Look at the calendar in exercise 1 again. Are the sentences true (T) or false (F)? Correct the false ones.**

T **F**

0 Mum and Dad are going to the cinema on Monday evening. ☐ ☑
Mum and Dad aren't going to the cinema on Monday. They're going to a parents' evening.
1 The dog is staying with their granny on Tuesday. ☐ ☐
2 Ben is going to cricket practice on Wednesday afternoon. ☐ ☐
3 Susan is going to a party on Friday. ☐ ☐
4 Mum is playing tennis on Thursday. ☐ ☐
5 Ben isn't playing football on Sunday. ☐ ☐
6 The family is going out on Sunday evening. ☐ ☐

B Time expressions used with the future

We use the *present continuous* to talk about future plans with time expressions such as:

- *this* (*afternoon / evening / weekend / year*),
- *tomorrow* (*morning / afternoon / evening / night*),
- *next* (*Saturday / week / summer / month*),
- *in* (*two hours / four days / three weeks / five years*).

I'm studying with Carol **this weekend**.
The boys are playing rugby **tomorrow morning**.
We're going to Florida **next month**.
They're moving house **in two weeks**.

When we use the *present continuous* for actions in progress, we use time expressions such as: *now*, *right now*, *at the moment*.

Get it right!

Remember that time expressions used with the *present continuous* with a future meaning always come after the verb + the complement.

We're going to the museum **next Sunday**.
We're going ~~next Sunday to the museum~~.
She's arriving here **tomorrow**.
She's arriving ~~tomorrow here~~.

3 Read the following sentences and decide if the *present continuous* is used with a future meaning (F) or with a present meaning (P).

0 F Harry's going to the dentist tomorrow afternoon.
1 ☐ I'm studying with Janice at the moment.
2 ☐ Heidi's arriving at two o'clock tomorrow.
3 ☐ The children are playing in the park now.
4 ☐ Is the dog sitting in the car right now?
5 ☐ I'm meeting Sam this afternoon.
6 ☐ We aren't going on holiday this year.
7 ☐ Are you coming to the theatre with us next Friday?
8 ☐ The twins are starting school next term.

4 Put the words in order to write sentences. Then listen and check.

0 aunt / visiting / tomorrow / is / me / my
My aunt is visiting me tomorrow.
1 exams / next week / are / starting / our
2 not playing / tomorrow / basketball / I'm
3 going / we're / next month / camping
4 flying / Tim / is / in two days / to Cuba
5 my cousins / in Canada / next summer / we're / visiting
6 Frank / a party / having / tomorrow / isn't
7 going / to the concert / you / are / on Friday?
8 Trevor / meeting / is / us / at the cinema / later?

5 Look at the calendar in exercise 1 again. It's Monday morning. Use the time expressions in the box to complete the sentences.

~~tomorrow morning~~ on Wednesday
on Saturday morning this evening
this Friday next Sunday

0 Mum's taking the dog to the vet tomorrow morning .
1 Mum and Dad are going to Greywalls School _______________ .
2 Mum's going to her yoga class _______________ .
3 Susan's going to a party _______________ .
4 Ben's playing football _______________ .
5 Nina and Joe are making lunch for us _______________ .

6 What are your plans for this week? Use the time expressions in the box to write sentences.

~~on Monday~~ tomorrow evening
in … days tomorrow on Saturday
this week next Sunday

I'm playing hockey after school on Monday.

C *Present simple* with a future meaning – for timetables, schedules, programmes

We use the *present simple* to talk about future events which are part of an arrangement or schedule: official schedules, date and time of an event etc.

The leisure centre **opens** at 2:30 on Saturdays.
'What time **does** our session **finish**?'
'It **finishes** at half past four.'
'When **does** the train **leave** for Newcastle?'
'It **leaves** at five o'clock this evening.'
'When **is** your Spanish lesson?'
'It's on Friday afternoon.'

7 Complete the dialogue with the *present simple* form of the verb in brackets. Then listen and check.

Jim What ___is___ (be) on TV tonight?
Anne Well, there ^{1}__________ (be) a good film on – *The Woman in Black*.
Jim What time ^{2}__________ it __________ (start)?
Anne It ^{3}__________ (begin) at half past ten.
Jim Oh. And when ^{4}__________ it __________ (finish)?
Anne It ^{5}__________ (not / end) until a quarter to one!
Jim Oh dear, that's too late for me. I'm meeting Rebecca at the station tomorrow morning.
Anne What time ^{6}__________ her train __________ (arrive)?
Jim Well, it ^{7}__________ (leave) Brighton at eight o'clock, it ^{8}__________ (get) here at about 9:30.
Anne No film for you then Jim!

6 Grammar Round-up

8 **Look at the travel plan and write questions using the prompts below.**

EDINBURGH-ISLE OF WIGHT, travel plan 03/05/16

SCOTLAND
NORTHERN IRELAND
ENGLAND
WALES
LONDON

Tram to Edinburgh airport
depart: 6:30 arrive: 7:00

Flight to Gatwick airport
depart: 9:00 arrive: 10:30

Train to Central London
depart: 11:30 arrive: 12:05

Train to Southampton
depart: 13:30 arrive: 15:20

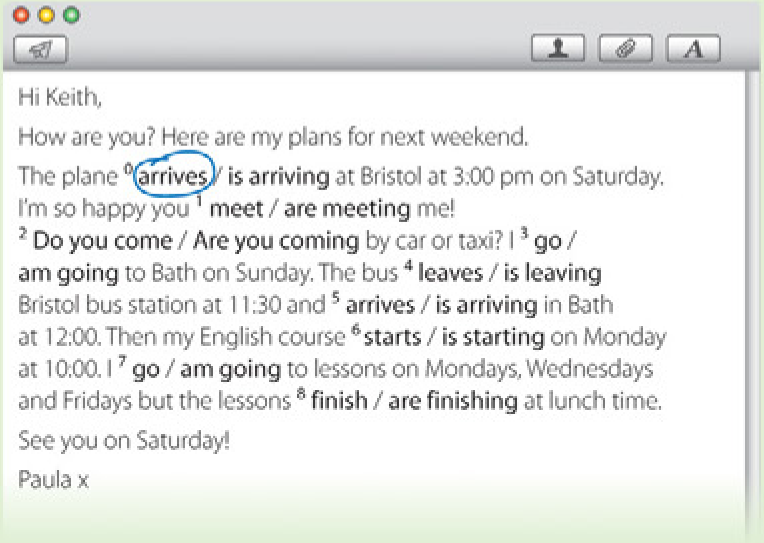
Ferry to the Isle of Wight
depart: 16:00 arrive: 17:00

0 What time / tram to the airport / leave?
What time does the tram to the airport leave?
1 What time / the plane to Gatwick / leave?
2 When / the train to Central London / depart?
3 When / the train / to Southampton / leave?
4 What time / the ferry to the Isle of Wight / sail?
5 When / it / arrive / at the Isle of Wight?

9 **Now answer the questions in exercise 8.**

What time does the tram to the airport leave?
It leaves at half past six.

1 **Read Paula's email to Keith. Choose the correct answer.**



Hi Keith,

How are you? Here are my plans for next weekend.

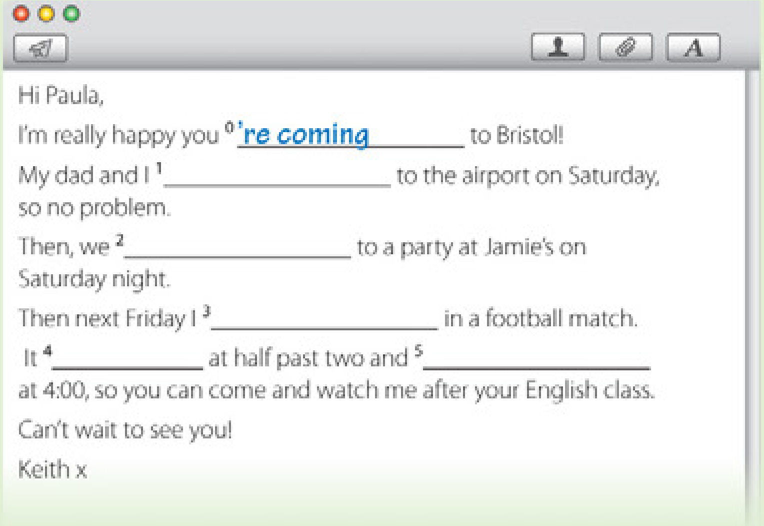
The plane [0] [✓ **arrives**] / **is arriving** at Bristol at 3:00 pm on Saturday. I'm so happy you [1] **meet** / **are meeting** me! [2] **Do you come** / **Are you coming** by car or taxi? I [3] **go** / **am going** to Bath on Sunday. The bus [4] **leaves** / **is leaving** Bristol bus station at 11:30 and [5] **arrives** / **is arriving** in Bath at 12:00. Then my English course [6] **starts** / **is starting** on Monday at 10:00. I [7] **go** / **am going** to lessons on Mondays, Wednesdays and Fridays but the lessons [8] **finish** / **are finishing** at lunch time.

See you on Saturday!

Paula x

2 **Complete Keith's answer with the correct form of the verbs in the box.**

play ~~come~~ finish start drive go



Hi Paula,

I'm really happy you [0] *'re coming* to Bristol!

My dad and I [1] ________ to the airport on Saturday, so no problem.

Then, we [2] ________ to a party at Jamie's on Saturday night.

Then next Friday I [3] ________ in a football match.

It [4] ________ at half past two and [5] ________ at 4:00, so you can come and watch me after your English class.

Can't wait to see you!

Keith x

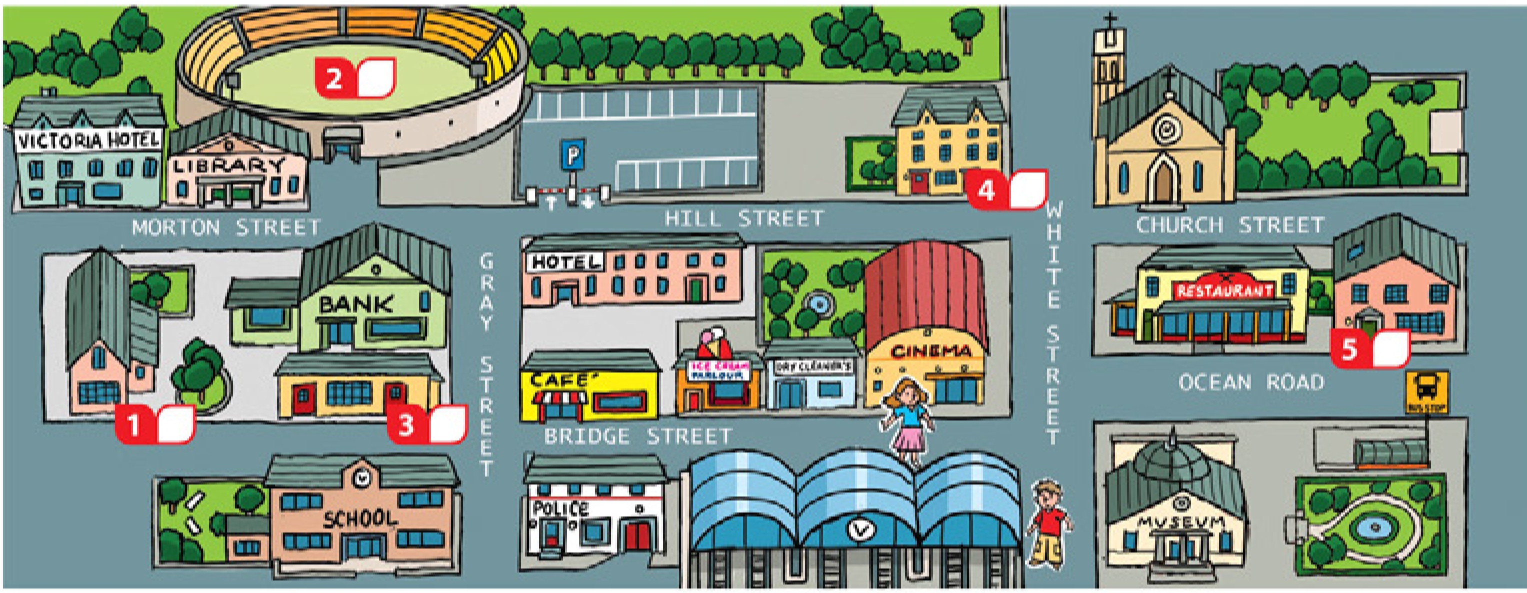
3 **PAIRWORK** **Imagine you have tickets for one of the following events. In pairs, ask and answer questions.**

What: Paloma Faith concert
Where: Hyde Park, London
When: Saturday 8:00-11:00 pm

What: football match
Where: Old Trafford Stadium, Manchester
When: Sunday 4:00-6:00 pm

A *What are you doing at the weekend?*
B *I'm going to a …*

Asking for and giving directions


VICTORIA HOTEL
LIBRARY
MORTON STREET
2
P
HILL STREET
4
WHITE STREET
CHURCH STREET
GRAY STREET
HOTEL
BANK
RESTAURANT
5
CINEMA
CAFE
ICE CREAM PARLOUR
DRY CLEANER'S
OCEAN ROAD
BUS STOP
1
3
BRIDGE STREET
SCHOOL
POLICE
MUSEUM

Look out!

We use *How long* + *it* + *take* to find out about the duration of an action.

How long does it take to walk to the park?

It takes about fifteen minutes.

1 Read, listen and complete the dialogues. Then listen again and show (✓) the places on the map.

1 Girl — Excuse me. Where's the __________ ?
Woman — It's near here. Just go along Bridge Street. The __________ is opposite the school.

2 Boy — Excuse me, how do we get to the __________ ?
Man — Go along this road, turn left into Hill Street, then go straight on and the __________ is on your right next to the library.
Boy — How long does it take to get there?
Man — It takes about ten minutes.

Key expressions

Questions	Answers
Excuse me. Where's the … ?	It's near here. / It isn't far.
Excuse me, how do I / we get to the … ?	Go straight on. / Go along this road. Turn right / left. / Take the first / second street on the right / left. It's opposite / next to / near the …
How long does it take?	It takes about ten minutes.

COMPETENCES

cultural awareness and expression
civic and social competences

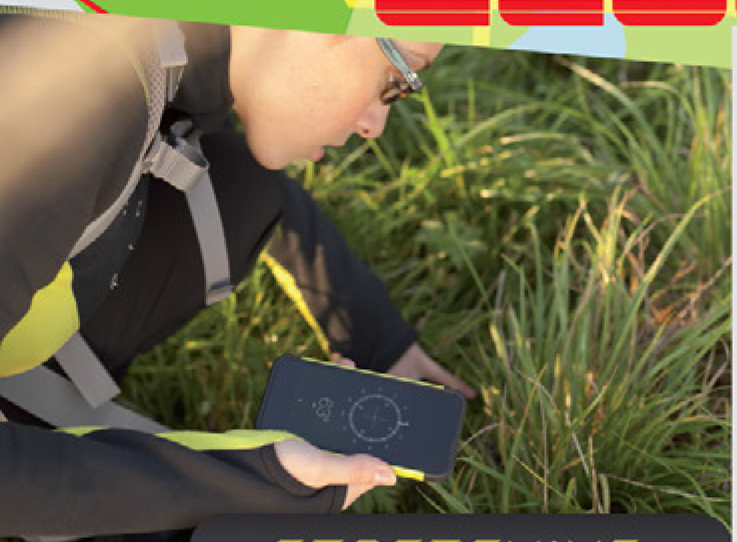
2 Sally is at the station. Listen to the dialogue and follow the directions on the map. Where is she going?

3 **PAIRWORK** Student A: choose a place on the map in exercise 1 and ask Student B for directions. Student B: tell student A how to get to the place from the school.

A *Excuse me, how do I get to the … ?* **B** *Go …*

6 Skills and culture

GOING GEOCACHING



GEOCACHING

Nicknames	Caching, Treasure Hunting
First played	May 3rd 2000
Team members	Any number
Type	An adventure activity, played outside in teams

GEOCACHE – DO NOT REMOVE

Polly Hi, Neil. 😃 Did you get my email about next weekend?

Neil Hi, Polly! 😃 Yes, I did, thanks.

Polly Are you coming?

Neil Yes, I am! But I'm not sure I know what geocaching is exactly … 😕

Polly 😊 It's a kind of **treasure hunt**. You look for boxes called 'caches'. They've got treasures inside.

Neil Treasures? That sounds interesting!

Polly Yes, but don't get too excited. 😏 It's usually something small – a **trinket**, or a toy. It's something nice!

Neil How do we find these caches?

Polly First they give us numbers – 'co-ordinates' – for the caches. Then we put the co-ordinates into a **GPS device** and it shows us where the cache is on a map. Next, our team decides how to get to the place. Finally, we go there and find the cache. It's fun because we try to get there first, before the other teams find the cache.

Neil **Sounds fun!** 😃 Where are we meeting?

Polly We're meeting at my house at nine o'clock. Then my dad's driving us to the church. That's where we begin.

Neil What time does it start?

Polly It starts at half past nine.

Neil OK. And what time does it finish?

Polly I don't know. We're meeting the other teams at the Bridge Café, after we find all seven caches. Probably about half past one.

Neil Half past one! 😬 How long does it take to find one?

Polly Well, last week it took my team four hours to find them all.

Neil Four hours!

Polly Don't worry! This time we're not walking – we're cycling. We're taking our bikes.

Neil We're cycling for four hours? Aargh! 😅

Glossary

treasure hunt *a game in which the players are given a series of clues (= pieces of information) to direct them to a hidden prize*

trinket *a small attractive object, or a piece of jewellery that is cheap or of low quality*

GPS device *a system that can show the exact position of a person or thing by using signals from satellites*

Sounds fun! *Sounds great!*

Skills and culture 6

Reading

1 **Study the pictures and the information. What is geocaching?**

A a sport **B** a job **C** an adventure activity

2 **COMPREHENSION** **Read and listen to the conversation between Polly and Neil. Then answer the questions.**

1. What are the friends doing next weekend?
2. What is inside a 'cache'?
3. What time are the friends meeting?
4. How are they getting to the church?
5. Where does the activity finish?
6. How long did it take Polly's team to find all the caches last week?

Listening

3 **Listen to the interview about how to organise a geocaching day. When will it take place? What time will it start?**

4 **Listen to the interview again and answer the questions.**

1. What are they putting in the caches?
2. Where does the event start?
3. What time does the event finish?
4. How many caches are there?
5. What do the organisers check when the teams finish?

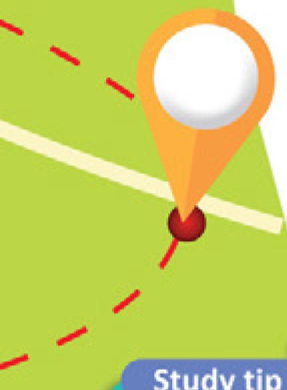
Speaking

5 **PAIRWORK** **Organise a geocaching day at school. On a map, show the points of departure and arrival and where to hide the three caches. Use the prompts below.**

- What / shall we / put / caches?
- Why don't we … ?
- What time / shall we / start and finish?
- Where / shall we / hide / three caches?
- Let's …
- Shall we / have / food? / drinks? / prizes?
- Good idea. Let's …

Now present your project to the class.

We're putting … in the caches …



Study tip

Using linkers

We use linking words (*first, then, next, after that, finally*) to show the sequence of events in a text, making it more fluid and easy to understand for the reader.

Writing

6 **Write a text to describe a geocaching day at your school. Use your answers in Exercise 5 and linking words.**

First we're putting the wristbands in the caches. Then we're … Next / After that we're … Finally, we …

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn

Project time! Go to pp. 150–151.

6 Vocabulary strategies

COMPETENCES
learning to learn
civic and social competences

Strategy

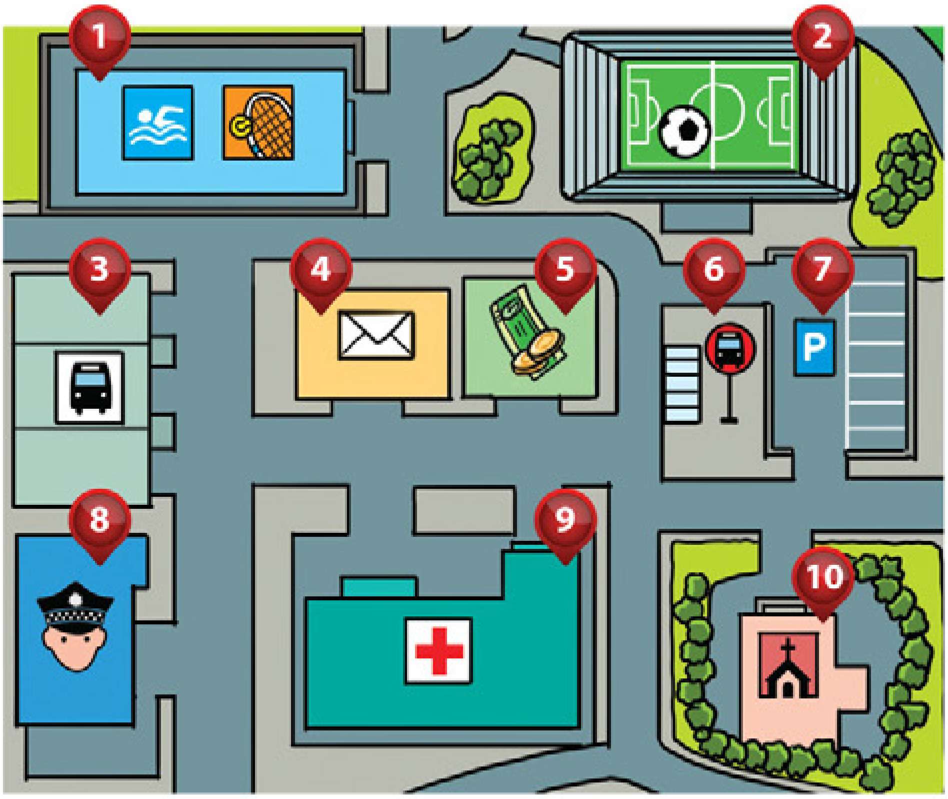
A map is a very useful tool for learning words referring to places. You can memorise the words easier because you can visually associate them with a picture.

Using maps

Places in town

1 Study the map and match the words with the numbers 1–10.

☐ church
☐ stadium
☐ leisure centre
☐ hospital
☐ bus station
☐ bus stop
☐ police station
☐ post office
☐ bank
☐ car park



2 Draw or print the map of your city or a city you know. Then look at the names of places on pages 74–75 and 161–162 (Word bank), and put them on the map.

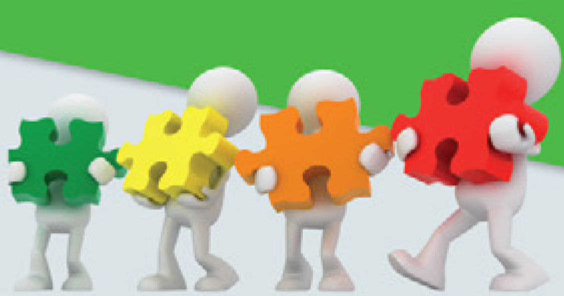
GAME

BATTLESHIPS

- Draw a 15 x 15 puzzle. Call the vertical line 1–15 and the horizontal line A–O.
- Write 10 names of places (a letter per square). Do not show the words to anybody.
- Try to hit your opponent's places giving coordinates, for example F2.
- After 15 attempts, who got less hit wins.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2		T	R	A	I	N		S	T	A	T	I	O	N	
3															
4	F	L	O	R	I	S	T'	S				L			
5										E		A			
6	S									C		T			
7	R'									I		I			
8	E			B	A	N	K			F		P		E	
9	K									F		S		R	
10	A									O		O		T	
11	B		C	H	U	R	C	H				H		A	
12										T				E	
13	S	T	A	D	I	U	M			S				H	
14										O				T	
15	L	I	B	R	A	R	Y			P					

EVALUATION TEST UNITS 5-6



Vocabulary

1 Read the definitions and write the words.

1 A very high hill where there is often snow: ______________

2 The sport / activity people do using a bike: ______________

3 A place where people go camping: __________

4 A large area of natural water: ______________

5 A place where you catch the train: __________

6 A large building where people stay when they're visiting a new place: ______________

___ / 6

2 Write two free time activities that use *go + -ing* form (e.g. go *horse riding*).

go } ______________ ______________
______________ ______________

___ / 4

Grammar

3 Complete the sentences with the *past simple* negative form of the verbs in the box.

speak like know go win meet have be

1 I ______________ that film, it was so boring.

2 Luke ______________ wavy hair as a child.

3 Sally ______________ her friends in town.

4 Mr Frost ______________ very happy about the situation.

5 Ed ______________ to the theatre last night.

6 I ____________ to the players after the match.

7 The students ______________ the answer to the last question in the test.

8 We ______________ the match last night.

___ / 8

4 Write questions using the prompts and the *past simple*. Then give short answers.

1 they / give / you / your present? __________ ______________ ? Yes, ______________ .

2 Sam / play / volleyball / last week? __________ ______________ ? No, ______________ .

3 you / meet / them / at the restaurant? ________ ______________ ? Yes, ______________ .

4 she / give / you / her number? ______________ ______________ ? Yes, ______________ .

5 you / have / a good lunch? ______________ ______________ ? No, ______________ .

6 she / pass / that exam / in January? __________ ______________ ? No, ______________ .

7 they / visit / you / in hospital? ______________ ______________ ? Yes, ______________ .

8 I / send / you / that email? ______________ ? No, ______________________ .

___ / 16

5 Write sentences with *used to* and the prompts.

1 My brother / sing well when he was in the choir.

2 You / read fairy tales written by Hans Christian Andersen?

3 We / not / speak French. Now we speak it fluently.

4 My sister / play the guitar.

5 You / ski in winter?

6 He / not / have a beard.

7 My cousins / live in Paris.

8 I / not have / many friends. Now I'm very popular.

___ / 8

Functions

6 Put the lines of the dialogue in order. The first and the last lines are already numbered.

1 Raul, are you free tomorrow?

☐ Why don't we meet at 7? The film's at half past.

☐ OK, good idea. Shall we go and see *Interstellar*?

☐ Yes, OK – I really like science fiction films. Where shall we meet?

☐ Yes, great, 7 pm is fine.

☐ Yes, I am. Why?

☐ Well, let's meet at the bus station, it's only five minutes from there.

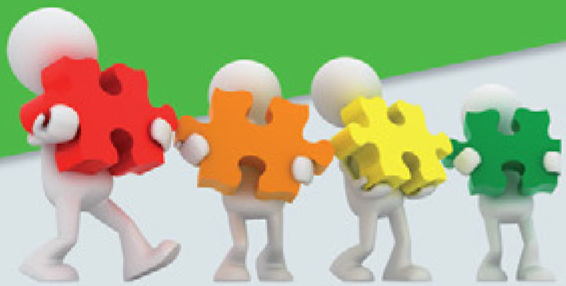
☐ Why don't we go and see a film?

☐ Yes, OK, the bus station's good for me. And what time shall we meet?

10 OK, see you tomorrow then.

___ / 8

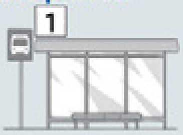
TOTAL ___ / 50



UNITS
EVALUATION TEST 5-6

Vocabulary

1 Look at the pictures and write the names of the places.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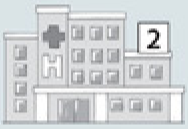
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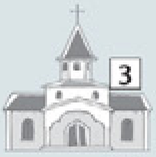
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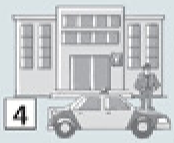
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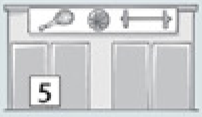
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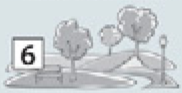
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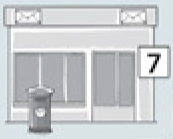
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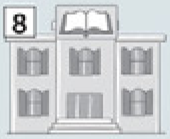
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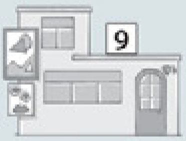
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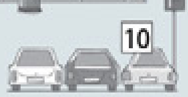
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1 ____________ 6 ____________
2 ____________ 7 ____________
3 ____________ 8 ____________
4 ____________ 9 ____________
5 ____________ 10 ____________

___ / 10

Grammar

2 Look at Thomas's agenda and write eight things he will do early next week. Indicate the time of each activity as well.

	Mon	Tues	Wed
Morning		shopping with Mike and Jen	dentist 9 am
Afternoon	swim 4:30 pm	birthday party, 5:00 pm	football at the park, 5:00 pm-6:00 pm
Evening	maths lesson 7 pm	cinema with Lucy 8 pm	meet Sam and Dom 7 pm

___ / 16

3 Put the words in order to write sentences.

1 tomorrow morning / leaving / I'm / at 9 am
2 playing / tomorrow / basketball / she / 's
3 to Australia / flying / my brother / 's / in ten days
4 Jay / having / isn't / a party / for his birthday
5 our exams / next week / 're / starting / we
6 going / 're / to Spain / next month / on holiday / they
7 their relatives / in the States / next summer / they / visiting / 're
8 coming / with us / you / are / on Saturday?

___ / 8

4 Underline the mistakes and correct the sentences.

1 The match start in 10 minutes.
2 When your train arrives in London?
3 My coach leaving at 8 this evening.
4 What time do the show start?
5 The film's finish at 9.
6 Do your plane leave from Gatwick?
7 What time open the shop tomorrow?
8 The bank's close at 4 pm this afternoon.

___ / 8

Functions

5 Complete the dialogue with words in the box.

how welcome opposite takes get along turn far

Girl Excuse me, how do I ^{1}__________ to the station?
Woman It isn't ^{2}__________ . Go ^{3}__________ the main street and after 100 m ^{4}__________ left. The station's ^{5}__________ the bank.
Girl OK, thanks. ^{6}________ long does it take?
Woman Oh, it ^{7}________ about five minutes.
Girl Thanks very much.
Woman You're ^{8}____________ .

___ / 8

TOTAL ___ / 50

Speaking

In some speaking exercises, the teacher gives **Student A** a card containing some information (e.g. about an event, a restaurant, a shop or a museum) and gives **Student B** a card containing some ideas for questions.

Student A has to answer Student B's questions. Student B has to ask Student A some questions and find out the information on their card. At the end of the dialogue, the two students have to swap roles using a different set of cards.

LET'S PRACTISE!

1 Match the prompts (1–8) with the questions (A–H).

1 D time / begin?
2 ☐ phone number?
3 ☐ what sports?
4 ☐ when?
5 ☐ where / get ticket?
6 ☐ need ticket?
7 ☐ how long / trip?
8 ☐ name / shop?

A Do I need a ticket?
B What sports can I do?
C What's the phone number?
D What time does it begin?
E Where can I get a ticket?
F How long is the boat trip?
G When is the concert?
H What's the name of the shop?

2 Write the questions.

1 open / Saturday?
2 time / close?
3 where / festival?
4 when / open?
5 student tickets? £?
6 more information?
7 for teenagers?
8 £?

STRATEGIES

Student A – information card

- Read the information carefully.
- Listen to the other student's questions.
- Find the information and answer the questions.
- Try to use complex sentences and do not read the information from the card.

Student B – question card

- Use the information on the card to form questions.
- Listen to the other student's answers.

3 PAIRWORK Student A: ask questions about the carnival. Student B: answer the questions using the information given.

Student A: questions

- Date?
- Where / start?
- For teenagers?
- What / see?
- Disco tickets / £?

Student B: information

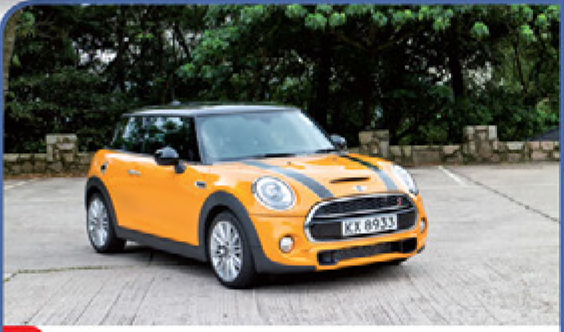
MILTON TOWN CARNIVAL
Saturday, 10 July at 2 pm

COME AND SEE THE FUN!
Start: Town Square
Finish: Lakey Park

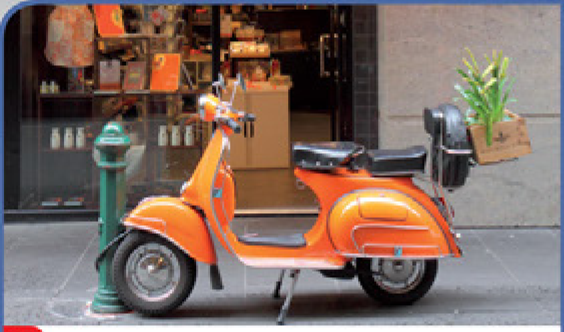
CARNIVAL FUN in Lakey Park 5:00 pm – 11:00 pm
FUN FOR ALL THE FAMILY!
Games for Children Flower and Food Market
Country Music concert Barbecue
Teen Disco – over 12s Tickets £5

7

Did you go by plane?



1 car



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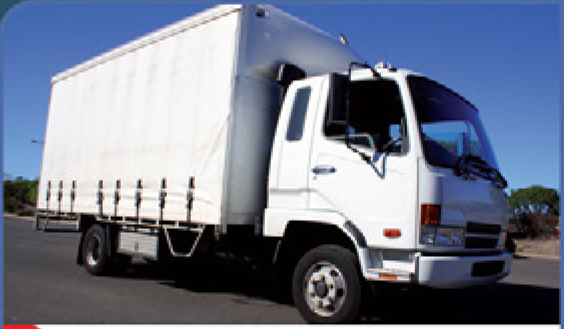

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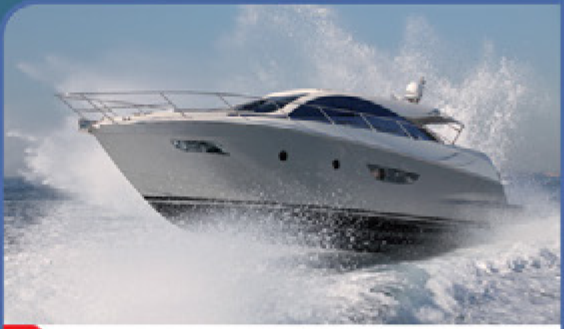

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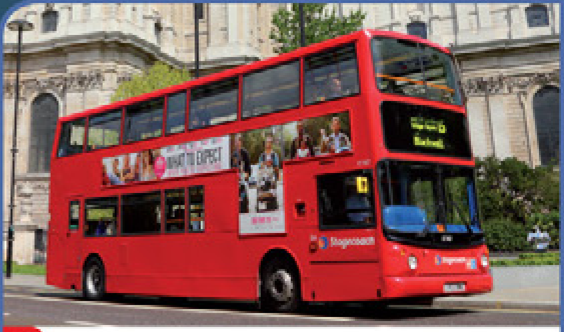

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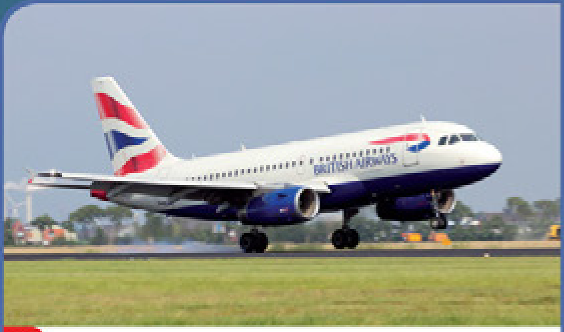


10

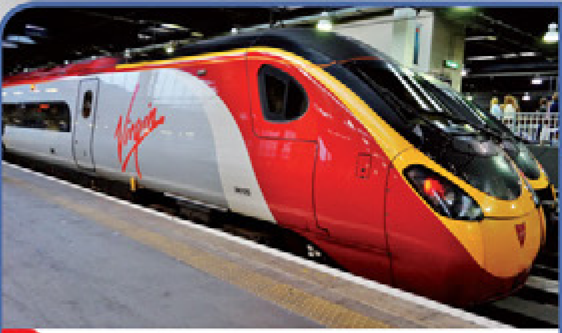
Transport

1 Write the words in the box under the pictures. Listen and check. Then listen again and repeat.

tram bus lorry
scooter plane taxi boat
~~car~~ bicycle train
motorbike underground train

2 Complete the sentences with the words in exercise 1.

0 They transported our furniture in a big lorry .
1 You have to go by __________ if you want to go to that island in the lake.
2 When you are 16 you can ride a __________ on the road.
3 The __________ from Rome to New York takes 8 hours.
4 I learnt to ride a __________ when I was 5 years old.
5 The Eurostar __________ takes three hours to get from Paris to London.
6 Most people in London travel by __________ because the roads are so busy.



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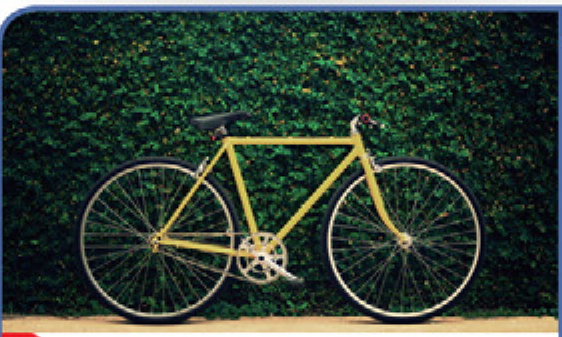

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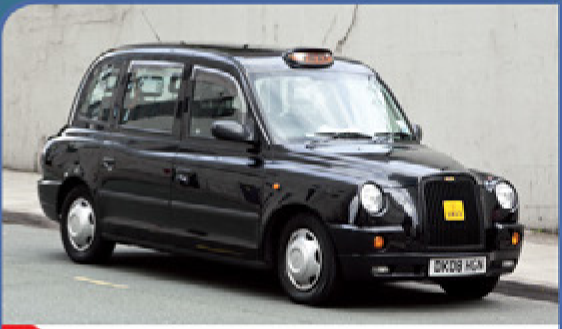

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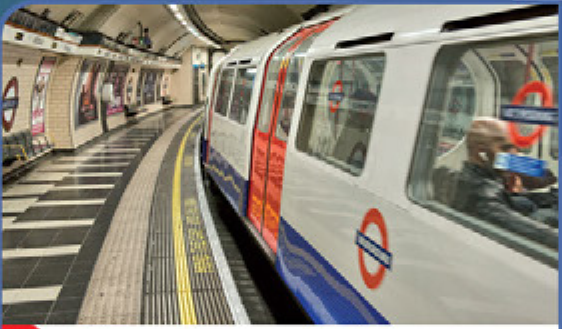

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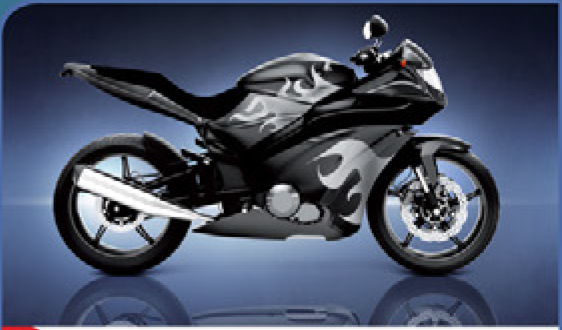

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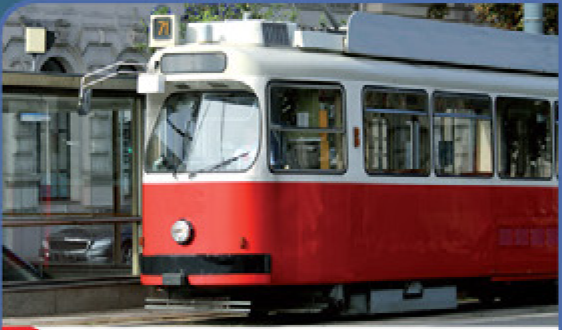


12

Look out!

When we talk about the way we travel, we use *by* + means of transport.

When we refer to walking, we use *on foot*, not ~~*by foot*~~.

I go to school **by bus**.
We went to the island **by boat**.
The boys went to the park **on foot**.

3 **Listen to the dialogues. Complete the sentences with the missing words and choose the correct option.**

0 Molly went to the *cinema* by [✓ motorbike] / car.
1 Ann is going to ____________ by scooter / taxi.
2 John is going to the ____________ by tram / bicycle.
3 Frank went to ____________ by train / car.

4 **PAIRWORK** **In pairs, ask and answer questions about how the members of your family go to school or to work.**

A *How does your sister go to school?*
B *She goes by bus.*

Word bank p. 163

7 Dialogue

DVDSTORY 07

It's better than my bike

1 **READ AND LISTEN** **What's the problem with Adam's bike?**

Adam Hi Ricky, hey, cool bike! Is it new?

Ricky Yes, it is. It's the Trivali 300. It's the most recent model.

Adam Wow! How much was it?

Ricky It was £275.

Adam I like it. It's better than my bike.

Ricky What kind of bike have you got?

Adam I've got a really old bike, but I want to get the Inter 500. It's got all the newest technology.

Ricky Is the Inter cheaper than the Trivali 300?

Adam No, it's more expensive but it's faster because it isn't as heavy as the Trivali 300.

Ricky How much is the Inter 500?

Adam It's £350.

Ricky Well, I think this bike is the best. I tried all the other ones in the shop and this one was the easiest bike to ride.

Adam Really? Can I try it?

Ricky Sure, but be careful.

Adam Trust me, Ricky! I know what I'm doing …

Listen again and repeat.

Everyday English

be careful
trust me
I know what I'm doing

2 **COMPREHENSION** **Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.**

		T	F
1	Ricky has got a new bike.	☐	☐
2	Adam hasn't got a bike.	☐	☐
3	Adam wants to get the Trivali 300.	☐	☐
4	Adam doesn't like the Inter 500.	☐	☐
5	The Inter 500 is £350.	☐	☐
6	The Trivali 300 is easy to ride.	☐	☐

3 **Complete the sentences.**

1 The Trivali 300 is ____________________ model.
2 The Trivali 300 is ________________ than my bike.
3 The Inter 500 has got all ________________ technology.
4 The Trivali 300 is ________________ than the Inter 500.
5 The Inter 500 is ________________ than the Trivali 300.
6 The Inter 500 isn't _______________ as the Trivali 300.

4 **Fill in the gaps with information from the dialogue on page 90. Listen and check. Then listen again and repeat.**

Ricky Is the Inter [1]___________ than the Trivali 300?
Adam No, it's [2]________________ but it's [3]___________ because it isn't as heavy as the Trivali 300.
Ricky How much is the Inter 500?
Adam It's £350.
Ricky Well, I think this bike is the [4]___________ . I tried all the other [5]___________ in the shop and this [6]___________ was the [7]___________ bike to ride.

5 **PAIRWORK** **Complete the dialogue with the names of two brand products (type of car, scooter, telephone etc.). Then act it out with a partner.**

A *Is the … cheaper than the …?*
B *No, it's more expensive but it's better because it isn't as … as the …*
A *How much is the …*
B *It's £ …, I think.*
A *Well, I think the … is the best.*

7 Grammar

A Comparative adjectives

Regular adjectives

Short adjectives (one-syllable)

adjective + *-er*	cheap → cheap**er** tall → tall**er**
adjective + the last consonant doubled + *-er*	big → big**ger** slim → slim**mer**
adjective ending in *-e* + *-r*	late → late**r** large → large**r**

Long adjectives (two-syllable) ending in *-y*

adjective + ~~*-y*~~ + *-ier*	early → earl**ier** happy → happ**ier**

Longer adjectives (two or more syllables)

more **+ adjective**	expensive → **more** expensive intelligent → **more** intelligent

We use comparative adjectives to show how two people or things are different from each other.
We use *than* with the comparative.

The red bike is **cheaper than** the blue bike.
Susie is **prettier than** Kate.
I'm **more intelligent than** my cousin.

1 **Write the comparative form of the following adjectives.**

t new ___newer___
1 short ________
2 exciting ________
3 thin ________
4 cute ________
5 tidy ________
6 delicious ________
7 boring ________
8 serious ________

Get it right!

Remember that we do not add *-er* to the adjectives that form the comparative with *more*.

The pink flowers are **more beautiful** ~~beautifuler~~ than the yellow flowers.

2 **Write sentences with comparative adjectives using the prompts.**

0 Robin / short / Henry
Robin is shorter than Henry.
1 war films / boring / comedies
2 English / easy / maths
3 Sally / tall / her friend
4 This documentary / interesting / that film
5 I / tidy / my brother
6 a bus / slow / a plane

B Comparative adjectives

Irregular adjectives

good	**better**
bad	**worse**
far	**farther / further**

3 **Complete the text with the comparative form of the adjective in brackets.**

Public transport in the UK

Trains are [0] ___faster___ (fast) than buses but they are a lot [1] ________ (expensive). In the past, transport was [2] ________ (bad) than it is now and trains were often late. Now things are much [3] ________ (good) than ten years ago. The trains arrive on time and they go [4] ________ (far) than in the past. In cities like London, the underground is a good way to travel. Underground trains are [5] ________ (safe) and [6] ________ (quick) than buses.

C *As … as*

We use *as* + adjective + *as* to talk about people or things that are equal in some way.
We use *not as* + adjective + *as* when we talk about things that aren't equal.

That tree is **as tall as** our house.
A bike is**n't as fast as** a scooter.

4 **Put the words in order to write sentences.**

0 as / long / my hair / Betty's hair / isn't / as
Betty's hair isn't as long as my hair.
1 famous / as / Lady Gaga / as / Beyoncé / is
2 underground trains / Buses / fast / as / as / aren't
3 London / Rome / big / isn't / as / as /
4 her sister / tidy / Heidi / Is / as / as / ?
5 hot / as / as / Italy / France / Is / ?

Pronunciation – The sound /iː/

5 **Listen and repeat.**

cheap me sheep we please ski

6 **Listen and tick (✓) the words that contain the sound /iː/.**

1 ✓ easy
2 ☐ met
3 ☐ meet
4 ☐ three
5 ☐ pleasant
6 ☐ ten

D Superlative adjectives

Regular adjectives

Short adjectives (one-syllable)	
the + adjective + *-est*	cheap → **the** cheap**est**
the + adjective + the last consonant doubled + *-est*	big → **the** big**gest**
the + adjective + *-st*	safe → **the** safe**st**
Long adjectives (two-syllable) ending in *-y*	
the + adjective + -~~y~~ + *-ier*	early → **the** earl**iest**
Longer adjectives (two or more syllables)	
the most + adjective	expensive → **the most** expensive

We use superlative adjectives to show how more than two things are different form each other in the same group.
We use the … *in / of* …with the superlative.

Harry is **the tallest** boy **in the** class.
That's **the nicest** one **of the** beaches on the island.

7 **Write the superlative form of the following adjectives.**

0 near *the nearest*
1 slow ____________
2 fat ____________
3 thin ____________
4 pretty ____________
5 easy ____________
6 famous ____________

8 **Complete the sentences with the superlative form of the adjective in brackets. Listen and check.**

0 Who is *the oldest* (old) child in your family?
1 Mount Everest is ____________ (high) mountain in the world.
2 Which is ____________ (long) river in Italy?
3 Beatrice is ____________ (tall) girl in our class.
4 My schoolbag is ____________ (heavy) in the class!
5 Who is ____________ (fast) runner of all the students?
6 Which is ____________ (boring) book of these three books?

E Superlative adjectives

Irregular adjectives

good	**the best**
bad	**the worst**
far	**the farthest / furthest**

Irregular adjectives have irregular comparative and superlative forms.

7 Grammar

Round-up

9 **Complete with the correct form of the adjective in brackets.**

In the past the ⁰ shortest (short) way to Europe from England was by ferry boat across the English Channel. They also went to Le Havre and Dieppe in the north-west of France. These ports were ¹ ________ (far) than Calais and the journey was ² ________ (dangerous), in fact it was one of the ³ ________ (bad) in the world because of the bad weather.

Today there are many different ways to travel to France. People often think the ⁴ ________ (quick) way is by plane, but the Eurostar train through the Channel Tunnel is ⁵ ________ (fast) and ⁶ ________ (cheap) than the plane! However, a lot of tourists still choose the ferry boat to get to France in the summer because it's ⁷ ________ (comfortable) than the train and it's ⁸ ________ (relaxing). It's ⁹ ________ (exciting) when you arrive in another country by boat!

F Possessives: noun + *'s*; *of* + noun

We use *'s* with a singular noun to show possession. We use it mostly for people or animals.

These are **Charles's trainers.** the **rabbit's ears**
My **brother's bike** is green.

We use *s'* with a regular plural noun that ends in *-s*.

my **classmates' pencils**

For irregular plural nouns we use *'s*.

the **women's bags**

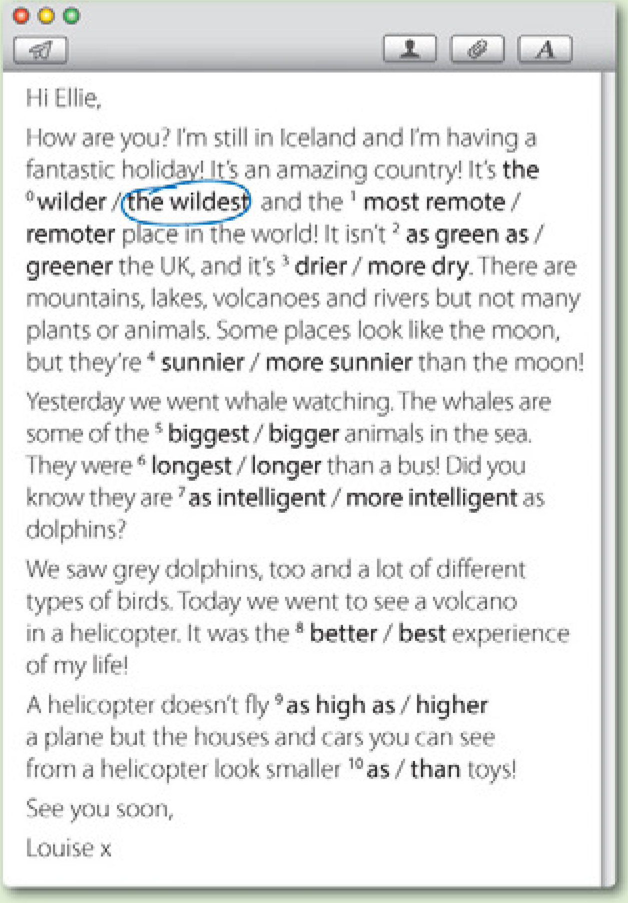
We use *of* with a noun that is not a person, animal, country, or with a long group of words, to show possession.

the cover **of the book**
the father **of the boy playing in the garden**

10 **Choose the correct answer.**

0 My **cat's** / [✓ **cats'**] names are Kiki and Maya.
1 **Pam's bag** / **The bag of Pam** is on the floor.
2 I don't know **the city's name** / **the name of the city**.
3 How old are **Chris's nephews** / **Chris' nephews** / **the nephews of Chris**?

1 **Read Rod's email about his trip to Iceland. Choose the correct answer.**



Hi Ellie,

How are you? I'm still in Iceland and I'm having a fantastic holiday! It's an amazing country! It's **the** ⁰ **wilder** / [✓ **the wildest**] and the ¹ **most remote** / **remoter** place in the world! It isn't ² **as green as** / **greener** the UK, and it's ³ **drier** / **more dry**. There are mountains, lakes, volcanoes and rivers but not many plants or animals. Some places look like the moon, but they're ⁴ **sunnier** / **more sunnier** than the moon!

Yesterday we went whale watching. The whales are some of the ⁵ **biggest** / **bigger** animals in the sea. They were ⁶ **longest** / **longer** than a bus! Did you know they are ⁷ **as intelligent** / **more intelligent** as dolphins?

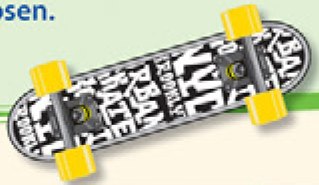
We saw grey dolphins, too and a lot of different types of birds. Today we went to see a volcano in a helicopter. It was the ⁸ **better** / **best** experience of my life!

A helicopter doesn't fly ⁹ **as high as** / **higher** a plane but the houses and cars you can see from a helicopter look smaller ¹⁰ **as** / **than** toys!

See you soon,

Louise x

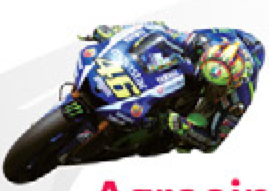
2 **PAIRWORK** **Student A: choose a skateboard from the table below and describe it using the superlative or the comparative. Student B: guess what skateboard student A has chosen.**



	Voodoo Zombie 250	Longboard Lander 399	Zeppelin Z4
expensive / cheap	£59.99	£89.99	£75.00
heavy / light	2.5 kg	3 kg	2 kg
long / short	65 cm	78 cm	70 cm
fast / slow	40 km per hour	35 km per hour	35 km per hour

A It's the most expensive.
B It's the Longboard Lander!
A Yes, it is!
B It's lighter than …

Functions 7



Agreeing and disagreeing

1 Read and listen to the dialogues. Who do you agree with?

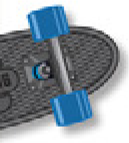
1
Kyle I love watching motorbike racing.
Dan So do I! But my favourite sport is Formula 1. Formula 1 is more exciting than MotoGP.
Kyle I don't agree. MotoGP is better than Formula 1.
Dan I think Formula 1 is the best sport in the world!
Kyle I don't! MotoGP is the best!

2
Lisa Wow, I think Sally's scooter is fantastic!
Emma Me, too.
Lisa Do you like the colour?
Emma No, I don't. I don't like blue scooters.
Lisa Neither do I. I think red is the nicest colour.

Key expressions

Agreeing	
I love watching motorbike racing.	So do I. / Me, too!
I don't like blue scooters.	Neither do I.

Disagreeing	
Formula 1 is more exciting than MotoGP.	I don't agree.
I think Formula 1 is the best sport in the world!	I don't.



2 Complete the dialogue with the phrases in the Key expressions box. Then listen and check.

Tom I think Sam's new skateboard is really cool!
Ben [1]____________ . It's fantastic!
Tom I don't like skateboarding in the street, though.
Ben [2]____________ . I think it's dangerous.
Tom [3]____________ . I think the skate park is the safest place.
Ben [4]____________ . The safest place is at home.

3 **PAIRWORK** Study the pictures. In turns, give your opinion on the objects, and agree or disagree.

A *I love this new smartwatch.*
B *So do I. I think it's cool.*

COMPETENCES

cultural awareness and expression
civic and social competences

http://www.greenerlondon.co.uk

Greener transport for London

What's the best way to travel around London?

Here are some of the greenest ways for visitors to see London ...

1 ☐ Cycle Hire

See London by bicycle – it's cheaper, healthier and **greener** than the bus or the underground. Bikes don't make any pollution and cycling is good for you! There are special cycle hire schemes in London and you can find bicycles at docking stations in different parts of the city. Pay by credit card at the machine in the street, get an **unlocking code**, choose a bicycle and start cycling! Tourists and locals all use this service and love it. You can use the bikes for as long as you want and you can leave them at a different docking station when you finish. Cycling is the best way to see London's parks. The most popular trips by bicycle are a visit to Richmond Park to see the deer, Kensington Gardens for a picnic by the Serpentine Lake and St James's Park to see Buckingham Palace, where the Queen lives. So when you're in London, take a bike!

2 ☐ The River Bus Service

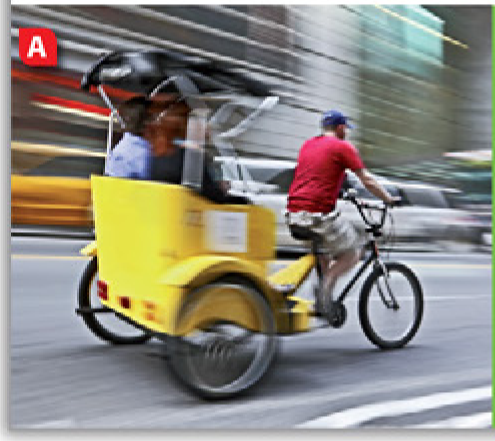
River bus services are very popular with visitors to the UK's capital. There are now six river bus routes along the River Thames. Boats leave from the special **piers** every 20 minutes and they travel as far as Greenwich. They're quicker than normal buses because there isn't much traffic on the river. They aren't as cheap as the underground trains but they are greener and they're certainly a nicer way to travel! A lot of boats have a café **on board** serving food and drink, and there are tables inside and outside. Some of them have a commentary for tourists and this tells the tourists about the different monuments on the route, too. The views from the water are incredible. You can see all the most famous landmarks in London from the river – Big Ben, Westminster Abbey, the London Eye, Tower Bridge and many more! Why don't you try a trip on one?

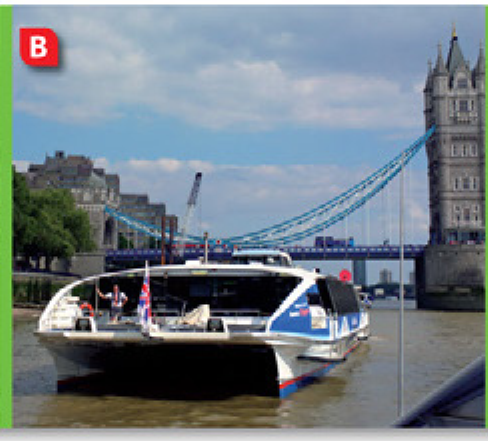
3 ☐ Pedicabs

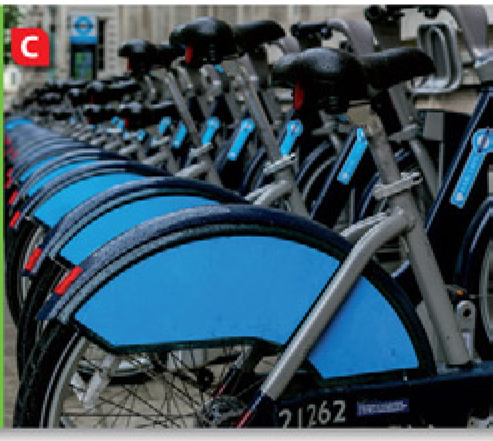
See London with a pedicab, or bicycle rickshaw! You don't need to do any work – the driver cycles and you sit and watch the streets of London go by. You can find these in the centre of London and they can take you all over the city! This is a popular way for visitors to move around London, but it's more expensive than riding your own bike!

Glossary

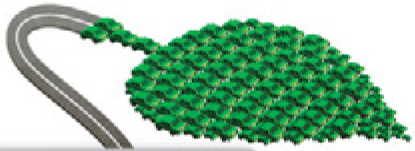
greener	*more ecological*
unlocking code	*a code which allows you to open something that is locked*
piers	*low structures built at the edge of water, used especially for getting into and out of boats*
on board	*on the boat*







Skills and culture 7



Search
CYCLE HIRE
Liverpool Street
Norton Folgate
Old Spitalfields Market
Commercial Street
Liverpool Street
Bishopsgate

Study tip

Understanding the aim of the task

1 Think about what kind of expressions you need for the activity.
2 Write the expressions you know and pronounce them in a loud voice.
3 Now try to use them in the speaking exercise.

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn

Reading

1 **COMPREHENSION** **Read and listen to the text. Match the pictures to the paragraphs.**

2 **Read the text again and choose the correct answer.**

1 Cycling is _____ other types of transport in London.
A not as expensive as **B** more expensive than
2 You need _____ to get one of the bicycles.
A a key **B** a code
3 The river bus service now has _____ routes on the River Thames.
A six **B** sixteen
4 The boats are _____ than normal buses.
A slower **B** faster
5 The boats are more expensive than _____ .
A taxis **B** underground trains
6 Riding your own bike is _____ than travelling in a rickshaw.
A cheaper **B** more expensive

Listening

3 **Listen to the interview. What means of transport is it about?**

4 **Listen to the interview again and answer the questions.**

1 Which two types of transport make a bicycle rickshaw?
2 How many hours a day does Simon work?
3 What does he do to relax?
4 What does he wear in the rain?

Speaking

5 **Think of means of transport in your town and complete each category.**

The cheapest: ________ The greenest: ________ The fastest: ________

6 **PAIRWORK** **In pairs, ask and answer questions about the means of transport in your town. Which is the best? Do you agree?**

A *What is the cheapest type of transport in our town?*
B *I think it's the bus.*
A *I don't agree. Cycling is cheaper. It's free!*

Writing

7 **Write a text about the means of transport in exercise 6. Use the prompts below.**

- Where you can get it
- Where it goes
- How much it costs
- Why you think it's the best / cheapest / greenest / fastest

I like the electric bus in Verona. You can get it from all parts of the city …

Project time! Go to pp. 152–153.

7 Vocabulary strategies

COMPETENCES
learning to learn
logical and mathematical competence

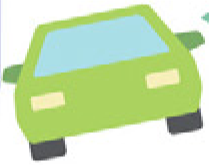
Strategy

In a word family, we collect all the words referring to a same topic. This is a useful tool to revise words that you already know, or think about other words that could be added.

Using word families

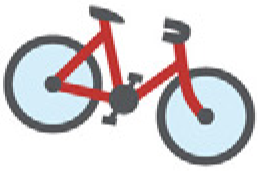
Travel and transport

1 **Complete with the means of transport on pages 88–89 and 163. Then, in groups, think of people and verbs that you can relate them to.**



ROAD TRANSPORT	PERSON	VERB
car	driver	to drive

TWO-WHEEL TRANSPORT	PERSON	VERB
bicycle	cyclist	to ride



PUBLIC TRANSPORT	PERSON	VERB
bus	bus driver	to catch

AIR TRANSPORT	PERSON	VERB
plane	pilot	to fly

SEA TRANSPORT	PERSON	VERB
boat	captain	to sail

Journey round the world

- Imagine you take part in a journey round the world that ends in London.
- You have to use at least six different means of transport. How do you think you will travel to get there first? You can use a planisphere.
- Compare your proposal with a partner. Which of you projected the fastest journey?

Reading and writing

In some reading and writing exercises, you are given a short text, for example, an email or a letter, with ten gaps to complete. The missing words are generally prepositions, verbs, pronouns, articles or conjunctions. You have to read the text and complete the gaps with one word. Remember to spell the words correctly.

LET'S PRACTICE!

1 Read the sentences and choose the word you need to fill in the gaps.

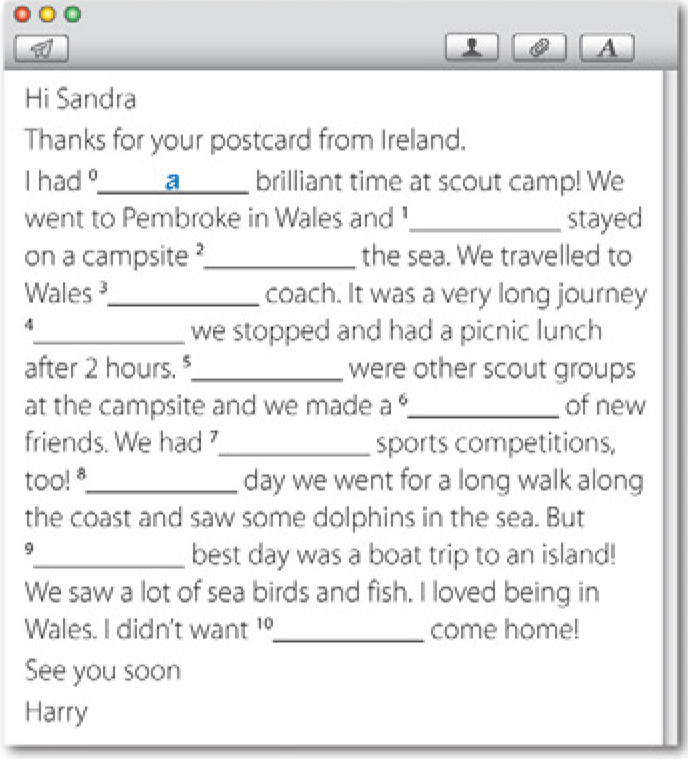
0 We went _____ Paris by train.
A verb [✓ **B** preposition] **C** pronoun
1 He _____ speak three languages – Romanian, French and English.
A conjunction **B** possessive adjective **C** verb
2 They went to China on holiday four years _____ .
A adverb **B** adjective **C** verb
3 People use the underground _____ the roads are very busy.
A verb **B** conjunction **C** pronoun
4 Paul _____ going to Peru next week!
A verb **B** preposition **C** pronoun
5 The plane to London takes off at 2:30 pm _____ day.
A preposition **B** verb **C** adjective

2 Now complete the sentences with the correct word.

3 Complete the email. Write one word in each gap.

STRATEGIES

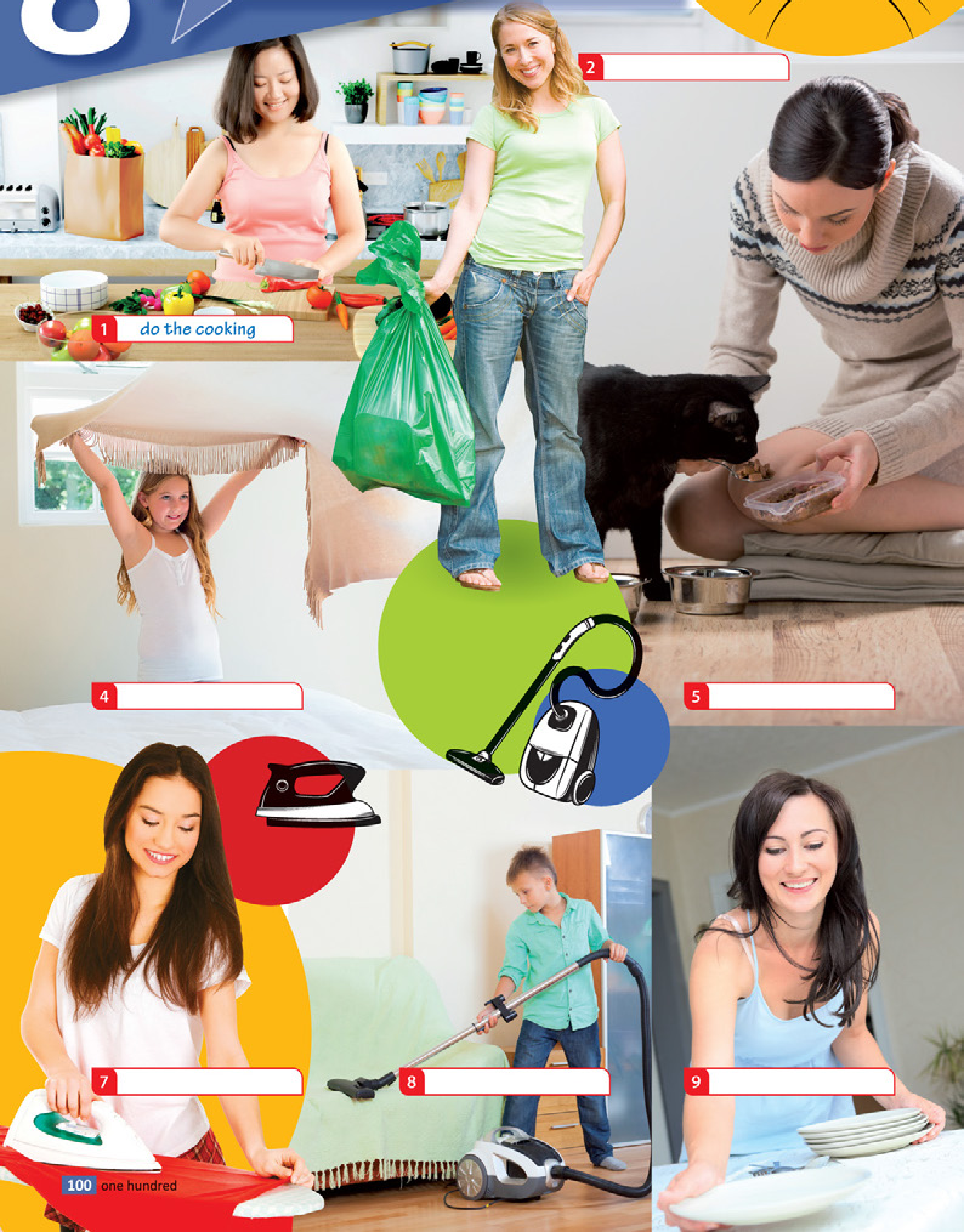
- Read the text quickly to understand the general idea.
- Read the sentences that contain the gaps. Pay attention to the words that come before and after the gap.
- Complete the sentence with one word. Short forms such as *it's* and *hasn't* are two words.
- When trying to find the correct answer, think about the kind of word you need: an adjective, an adverb, a preposition, a verb, a pronoun or a conjunction.



Hi Sandra
Thanks for your postcard from Ireland.
I had ^{0}____a____ brilliant time at scout camp! We went to Pembroke in Wales and ^{1}__________ stayed on a campsite ^{2}__________ the sea. We travelled to Wales ^{3}__________ coach. It was a very long journey ^{4}__________ we stopped and had a picnic lunch after 2 hours. ^{5}__________ were other scout groups at the campsite and we made a ^{6}__________ of new friends. We had ^{7}__________ sports competitions, too! ^{8}__________ day we went for a long walk along the coast and saw some dolphins in the sea. But ^{9}__________ best day was a boat trip to an island! We saw a lot of sea birds and fish. I loved being in Wales. I didn't want ^{10}__________ come home!
See you soon
Harry

8

I never make my bed!



1 do the cooking

2

4

5

7

8

9

3

6

10

Housework

1 Write the phrases in the box under the pictures. Then listen and repeat.

lay / clear the table   load / unload the dishwasher
do the vacuuming   feed the pet(s)   tidy your room
hang out the washing   put out the rubbish
do the ironing   ~~do the cooking~~   make your bed

2 How often do you help with the housework? Complete ME column. Use the words in the box.

once a week   at weekends   every day
~~sometimes~~   never   twice a week   often

How often do you … ?	ME	My partner
do the cooking	*sometimes*	
lay / clear the table		
hang out the washing		
load / unload the dishwasher		
do the vacuuming		
feed the pet(s)		
make your bed		
tidy your room		
put out the rubbish		
do the ironing		

3 Now write a sentence for each chore in the table.

I sometimes do the cooking at home.

4 Listen to Jane and Sharon. Then complete the sentences.

0 Sharon's mum wants her to *tidy her room* .
1 Jane never ___________ her ___________ .
2 Jane's dad always _______________ .
3 Sharon's brother ___________ helps with the housework.
4 Jane's sister Daisy sometimes _______________ .

5 PAIRWORK In pairs, ask and answer each other how often you help with the housework. Then complete "My partner" column.

A *How often do you make your bed, Mark?*
B *I make my bed every day.*

8 Dialogue

DVDSTORY 08

I have to help with the housework

1 **READ AND LISTEN** **What is Vijay's big news?**

Ricky Are you coming to football practice on Sunday morning, Vijay?

Vijay Sorry Ricky, I can't come. I've got a job!

Adam No way! You have to be 16 to get a job!

Vijay No, you don't, not for this job! I'm doing a paper round.

Ricky What's a paper round?

Vijay I have to deliver newspapers to people's houses in the morning.

Ricky What time do you have to start?

Vijay At half past six. And I mustn't be late.

Adam Do you have to work every day?

Vijay No, I don't. I don't have to work on school days – just Saturdays and Sundays.

Adam Well, I have to help with the housework at home every day.

Ricky What do you have to do?

Adam I have to put out the rubbish and unload the dishwasher. And I have to make my bed and tidy my room, too.

Ricky The paper round sounds easier!

Listen again and repeat.

Everyday English

sounds easier

2 COMPREHENSION **Read the dialogue again and match the sentence halves.**

1 ☐ Vijay can't come to football practice because
2 ☐ He starts work at
3 ☐ Vijay only works
4 ☐ Adam has to help

A half past six in the morning.
B with the housework at home.
C he's got a job.
D at the weekend.

3 Choose the correct answer.

1 You **have / have to** be 16 to get a job.
2 Vijay **has to / have to** deliver newspapers to people's houses.
3 What time **have you / do you have** to start?
4 Vijay **has to / have to** start at half past six.
5 Vijay **doesn't have to / mustn't** be late.
6 Vijay **mustn't / doesn't have to** work on school days.

4 Fill in the gaps with information from the dialogue on page 102. Listen and check. Then listen again and repeat.

Adam Well, I [1]__________ help with the housework at home every day.
Ricky What [2]__________ you __________ do?
Adam I [3]__________ **put out the rubbish** and **unload the dishwasher**.
And I [4]__________ **make my bed** and **tidy my room**, too.

5 PAIRWORK **Rewrite the dialogue in exercise 4 changing the words in bold with the housework you have to do. Then act it out with a partner.**

6 PAIRWORK **In pairs, act out the dialogue changing the underlined phrases so they are true for you.**

A Who has to do the vacuuming in your house?
B My dad has to do the vacuuming.
A What does your brother have to do?
B He has to feed the pets and tidy his room.
A Are there any important rules?
B Yes! He mustn't forget to make his bed!

8

Grammar

A *Have to / don't have to*

Affirmative form		Negative form	
I **have to**	run.	I **don't have to**	run.
You **have to**	run.	You **don't have to**	run.
He / she / it **has to**	run.	He / she / it **doesn't have to**	run.
We **have to**	run.	We **don't have to**	run.
You **have to**	run.	You **don't have to**	run.
They **have to**	run.	They **don't have to**	run.

We use *have to* for something that is necessary to do or that we are obliged to do. We use *don't / doesn't have to* for an action that isn't necessary.

I **have to** study for two hours every evening.
He **doesn't have to** work on Sundays.

Get it right!

We do not use the short form of *have to* in affirmative sentences, but we can use it in negative sentences.

We **have to** leave for the airport at 5:00.
Not: ~~We've~~ to leave for the airport at 5:00.
She **doesn't have to** tell us.

1 Choose the correct answer.

0 You **has to** / [✓ **have to**] take off your shoes.
1 You **have to** / **has to** put cheese on a pizza.
2 The children **have to** / **has to** go to bed at 9 o'clock on a school night.
3 I live near the school so I **doesn't have to** / **don't have to** take the bus.
4 Sally **have to** / **has to** do the cooking in her house on Saturdays.
5 Hooray, it's Sunday today! I **don't have to** / **doesn't have to** get up early for school!
6 We **have to** / **has to** feed the cats twice a day.
7 Students in British schools **doesn't have to** / **don't have to** buy their text books.
8 I **have to** / **has to** practise the piano every afternoon.

2 Complete the sentences with the correct form of *have to* (+) / *don't have to* (–) and the verb in brackets.

0 Dan _*has to wear*_ (wear) a school uniform. (+)
1 Carlo ________________ (go) to school on Saturdays. (+)
2 Dan ________________ (go) to school on Saturdays. (–)
3 Dan ________________ (stand up) when a teacher comes into the classroom. (+)
4 Carlo ________________ (sing) at the school assembly every morning. (–)
5 Dan and Carlo ________________ (switch off) their mobile phones in lessons. (+)
6 Carlo ________________ (study) every day. (+)
7 Dan ________________ (study) every day. (–)
8 Dan and Carlo ________________ (take) their books to school. (+)

B *Have to* – Interrogative form and short answers

Interrogative form	Short answers
Do I **have to** run?	Yes, you **do**. No, you **don't**.
Do you **have to** run?	Yes, I **do**. No, I **don't**.
Does he / she / it **have to** run?	Yes, he / she / it **does**. No, he / she / it **doesn't**.
Do we **have to** run?	Yes, you **do**. No, you **don't**.
Do you **have to** run?	Yes, we **do**. No, we **don't**.
Do they **have to** run?	Yes, they **do**. No, they **don't**.

The interrogative form of *have to* and the short answers have the same structure of the regular verbs.
We use *have to* for something that is necessary to do or we are obliged to do. We use *don't / doesn't have to* to show that there is no obligation.

'**Do** you **have to** help at home?' 'No, I **don't**.'
What time **do** we **have to** be at the stadium?

3 Rewrite the sentences in exercise 1 in the interrogative.

You have to take off your shoes.
Do you have to take off your shoes?

4 Use the prompts to ask questions with *have to*. Then use the information in the table to write short answers. Listen and check.

Simon / wash the car / Sundays

'Does Simon have to wash the car on Sundays?'
'Yes, he does.'

Name	Job	How often?
Simon	wash the car tidy his room	on Sundays on Saturdays
Fiona	load the dishwasher tidy her room make her bed	three times a week once a week every day
Martin	feed the pets do the vacuuming	twice a day once a week

1 Simon / tidy his room / every day?
2 Fiona / load the dishwasher / every day?
3 Fiona / tidy her room / every day?
4 Fiona / make her bed / every day?
5 Martin / feed the pets / three times a day?
6 Martin / do the vacuuming / every day?

C *Had to*

The past tense of *have to* is *had to*. This form is the same for all persons.

Affirmative form		
I / you / he / she / it / we / they	**had to**	work yesterday.

Negative form		
I / you / he / she / it / we / they	**didn't have to**	work yesterday.

Interrogative form			
Did	I / you / he / she / it / we / they	**have to**	work yesterday?

Short answers		
Yes,	I / you / he / she / it / we / they	**did**.
No,	I / you / he / she / it / we / they	**didn't**.

5 Read the text about Greg's job. Complete the text with the correct form of *have to*. Listen and check.

Last year Greg needed some extra money for his school trip to Spain, so he got a job during the school term. 'I [0] *had to get up* (get up) very early,' he says. 'There was a lot to do before I went to school!'

He [1] ______________ (eat) his breakfast quickly. Then he [2] ______________ (take) the dog for a walk. After that he [3] ______________ (load) the dishwasher and then he did his paper round. 'The first month I [4] ______________ (get up) at half past five because I [5] ______________ (walk) to the newsagent's, but after that I went by bicycle so I [6] ______________ (not / get up) until 6 o'clock,' he says. After his paper round he [7] ______________ (take) the bus to school. 'I [8] ______________ (be) at school by nine o'clock, and sometimes I was a bit late,' he says.

D *Must / mustn't*

We use *must* + base form of the verb to talk about obligations.

We use *mustn't* + base form of the verb to show that something is prohibited or not allowed. *Must* and *mustn't* have the same form for all persons.

Students **must** be at school by 8:45.
All cars **must** stop when the traffic lights are red.
You **mustn't** talk in the library.
Students **mustn't** use calculators in the exam.

6 Write rules for your school using *must* or *mustn't* and the prompts below.

0 eat in class *You mustn't eat in class.*
1 chew gum in class
2 use a mobile phone in class
3 listen to the teacher
4 arrive on time for the lesson
5 talk to your friends during the lesson
6 bring your homework to the next lesson

8 Grammar

Get it right!

Remember that *must* doesn't have an interrogative form. To ask questions about obligations and prohibitions, we use the interrogative form of *have to*.

Do we **have to** give our passports to the teacher?
~~Must we give our passports to the teacher?~~

E Mustn't / don't have to

We use *mustn't* to talk about something that is not allowed. We use *don't / doesn't have to* to talk about something that is not necessary to do.

You **mustn't** talk in the library.
You **mustn't** take your phone into the exam.
I **don't have to** tidy my room every day.
You **don't have to** answer all the questions.

7 Complete the sentences with *mustn't* or *don't / doesn't have to*.

0 You *don't have to* buy any milk. There are four litres of milk in the fridge!
1 You ____________ eat these muffins, boys! They're for the party tomorrow.
2 We ____________ be late for the history lesson. We've got a test today.
3 Ken has got a lot of money. He ____________ to work!
4 You ____________ use your mobile phone in the cinema.

Pronunciation – The sounds /ɪ/ and /iː/

8 Listen and repeat.

/ɪ/	/iː/
ship, fit, sit	sheep, feet, seat
____________	____________
____________	____________
____________	____________

9 Listen and write the words in the correct column in exercise 8.

week thin leave sea give
live cheese chicken

Round-up

1 Read the article and choose the correct answer.

Local Hero

Fifteen-year-old Harry Smith from Torquay is our Local Hero for this month. Harry is still at school and 0 [✓ **has to**] / **doesn't have to** study hard for exams this year, but he also 1 **had to / has to** help in his family's hotel in Torquay. Harry's mum is ill at the moment and she 2 **has to / have to** stay in hospital, so Harry 3 **doesn't have to / has to** help his dad in their small hotel. Our reporter, Mary Philips asked Harry about his typical day.

Mary Harry, what do you 4 **must / have to** do before you go to school every morning?

Harry Well, I 5 **must / have to** get up at 5:00 am and make breakfast for the guests in the hotel. Then I 6 **have to / has to** tidy their rooms and make the beds. I 7 **mustn't / don't have to** do the vacuuming every day, because my dad does it. I just 8 **have to / must** load the washing machine.

Mary Do you like working in the hotel?

Harry Yes, I do! It's funny sometimes. For example, the hotel rules say guests 9 **mustn't / don't have to** bring pets but last week a woman brought her rabbit with her! When I went to her room there was a rabbit on the bed! I 10 **had to / have to** catch it before I could make the bed!

Mary Are you ever late for school?

Harry At my school students 11 **must / had to** arrive by a quarter to nine. Sometimes I'm a bit late but my teachers know I 12 **must / have to** do a lot of things to do before school, so they understand.

2 PAIRWORK In pairs, use the prompts below to ask and answer questions about Harry's daily routine.

0 Harry / study hard / this year?
A *Does Harry have to study hard this year?*
B *Yes, he does. He has to study hard this year because he's got exams.*
1 Why / his mum / stay in hospital?
2 Harry / help / in the hotel / at the moment?
3 Harry / get up / early every morning?
4 What jobs / Harry / do / in the hotel?
5 What animal / Harry / catch / last week?
6 What time / students / arrive / Harry's school / every morning?

Making a polite request on the phone (*will, can, would*)

1 **Read and listen to the phone conversations. Then answer the questions.**

1 **Man** Hello?
Boy Hello, can I speak to Ben please?
Man Yes, certainly. Who's calling?
Boy It's Michael. I'm in his class at school.

2 **Woman** Hello?
Girl Hi, can I speak to Carly, please?
Woman No, I'm sorry, she isn't here. Is that Amy?
Girl Yes, it is.
Woman Oh, hello, Amy. Would you like to leave a message?
Girl Yes, please. Can you ask her to call me when she gets back?
Woman Sure, I'll tell her.
Girl Will you please tell her it's important?

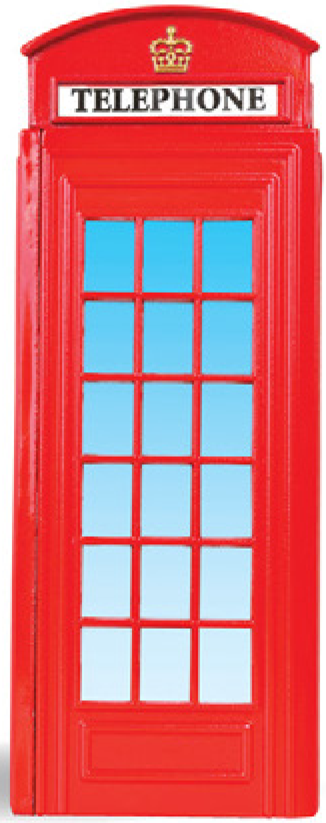
1 Who is calling? ________________
2 Who do they ask to talk to? ________________

COMPETENCES

cultural awareness and expression
civic and social competences

Key expressions

Questions	Answers
Hello / Hi. Can I speak to … ?	Yes, certainly. Just a minute. No, I'm sorry, he / she isn't here.
Who's calling? Is that Amy?	It's Judy. Yes, it is.
Would you like to leave a message?	Yes, please. Can you tell / ask him / her …?
Will you please …?	Yes, of course.



2 **Complete the dialogue with the phrases in the Key expressions box. Then listen and check.**

Girl Hello?
Boy Hi. ¹________________ Natalie, please?
Girl No, I'm sorry, ²________________ . ³________________ ?
Boy It's Bob.
Girl Oh, hi, Bob. It's Rebecca. ⁴________________________________ ?
Boy Yes, please. ⁵________________ to meet me at the cinema at 8:30?

3 **PAIRWORK** **In pairs, act out a phone conversation following the model in the previous exercises. Use the prompts below.**

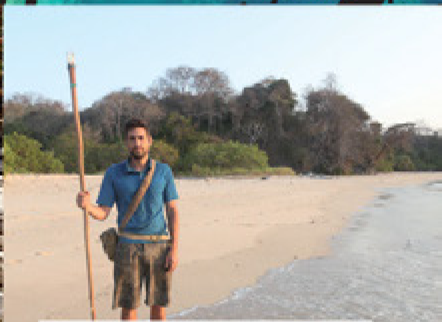
Name	At home?	Message?
Sarah	no / at shops	meet / leisure centre / 5:30 today
Fred	no / playing tennis	call / gets back
Helen	yes	–

A Hello. Can I speak to Sarah, please?
B No, I'm sorry, she isn't here. She's at the shops …

8 Skills and culture

THE ISLAND

In a recent TV programme on British television, fourteen ordinary men from the UK travelled to an **uninhabited** island in the Pacific Ocean. They had to try and **survive** in the jungle. The men had to stay for six weeks on the island alone, with only a few **tools** and a video camera so they could film what happened. What were the biggest **challenges** for them?



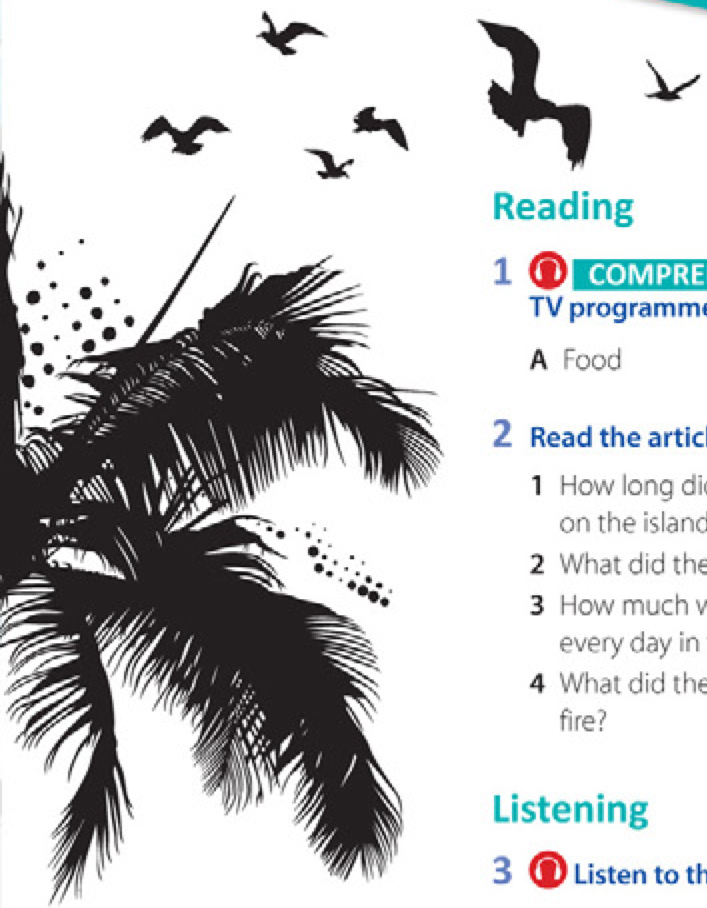
1 ☐ The men knew their number one priority was to make a **fire**. They needed the fire to boil water and cook food. In tropical temperatures humans must drink 2 litres of water a day. But you mustn't drink water from the rivers – it's too dangerous. So before they could drink any water, they had to boil it. They didn't have any matches, so they had to start a fire using two **sticks** and dry grass. This was more difficult than they thought and took a very, very long time.

2 ☐ The island had a tropical climate. During the day the weather was sunny and warm but every night it rained for hours and hours. The men got very wet and cold and they couldn't sleep. They were very tired but they had to build a **shelter**. They cut down trees for the roof and made a place for the fire and beds to sleep on. It wasn't very comfortable but they were dry!

3 ☐ For the men the most difficult challenge was food. They knew they had to eat around 1,000 calories a day but they usually only ate around 200 calories a day – a little fruit and some coconuts. They had to spend hours every day looking for food but often they didn't find any. They tried to catch big animals like wild pigs and crocodiles. After a month they finally caught an enormous crocodile! All of the men had to help carry it and cook it. They said it was the most amazing moment on the island – and the crocodile was delicious!

Glossary

uninhabited	*deserted, with no people living in the place*
survive	*continue to live or exist after being in a difficult or threatening situation*
tools	*pieces of equipment that you use with your hands to make or repair something*
challenges	*(the situation of being faced with) something that needs great mental or physical effort in order to be done successfully, and therefore tests a person's ability*
stick	*a thin piece of wood or other material*
shelter	*a place giving temporary protection from bad weather or danger*



Reading

1 COMPREHENSION Read and listen to the article about an English TV programme. Then match the titles to the paragraphs.

A Food **B** Building a shelter **C** Making a fire

2 Read the article again and choose the correct answer.

1. How long did the men have to stay on the island?
2. What did they have with them?
3. How much water must humans drink every day in tropical temperatures?
4. What did they have to use to start a fire?
5. Why couldn't the men sleep at night?
6. How many calories did they have to eat every day?
7. What food did they usually eat?
8. What happened after a month on the island?

Listening

3 Listen to the interview with Nick. How did he feel on the island?

4 Listen to the interview again and choose the correct answer.

1. On the island there were a lot of dangerous people / animals.
2. The men spent most of their time looking for a boat / food and water.
3. At first the men got water from the rain / river.
4. Nick had to go and get water on foot / by boat.
5. Every day in camp he swept the floor and cooked food / made tea.
6. Nick didn't have to do the vacuuming / cook snakes.

Speaking

5 PAIRWORK In pairs, ask and answer questions about Nick. Use the following prompts and your imagination (take your time as suggested in the Study tip box).

- Get water
- Do the cooking
- Tidy the shelter
- Wash the clothes
- Catch wild animals
- Catch fish

A *Did he have to tidy the shelter?*
B *No, he didn't. But he had to sweep the floor every day.*

Study tip

Taking time to answer

Do not worry if you do not find the exact words in a speaking activity. You can:

- use 'fillers' *(That's a good question. I'm not sure ... Let me think ...)*;
- ask your partner to repeat the question while you think about the answer (*Could you repeat that please?*).

Writing

6 Write a set of rules: five things you must or mustn't do and five things you don't have to do to survive on a desert island.

Surviving the Island – the Golden Rules

1 *You mustn't go into the jungle alone. You must always go with a partner and take a lot of water to drink.*
2 *You don't have to wear a hat ...*

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn

Project time! Go to pp. 154–155.

8 Vocabulary strategies

COMPETENCES
learning to learn
logical and mathematical competence

Strategy

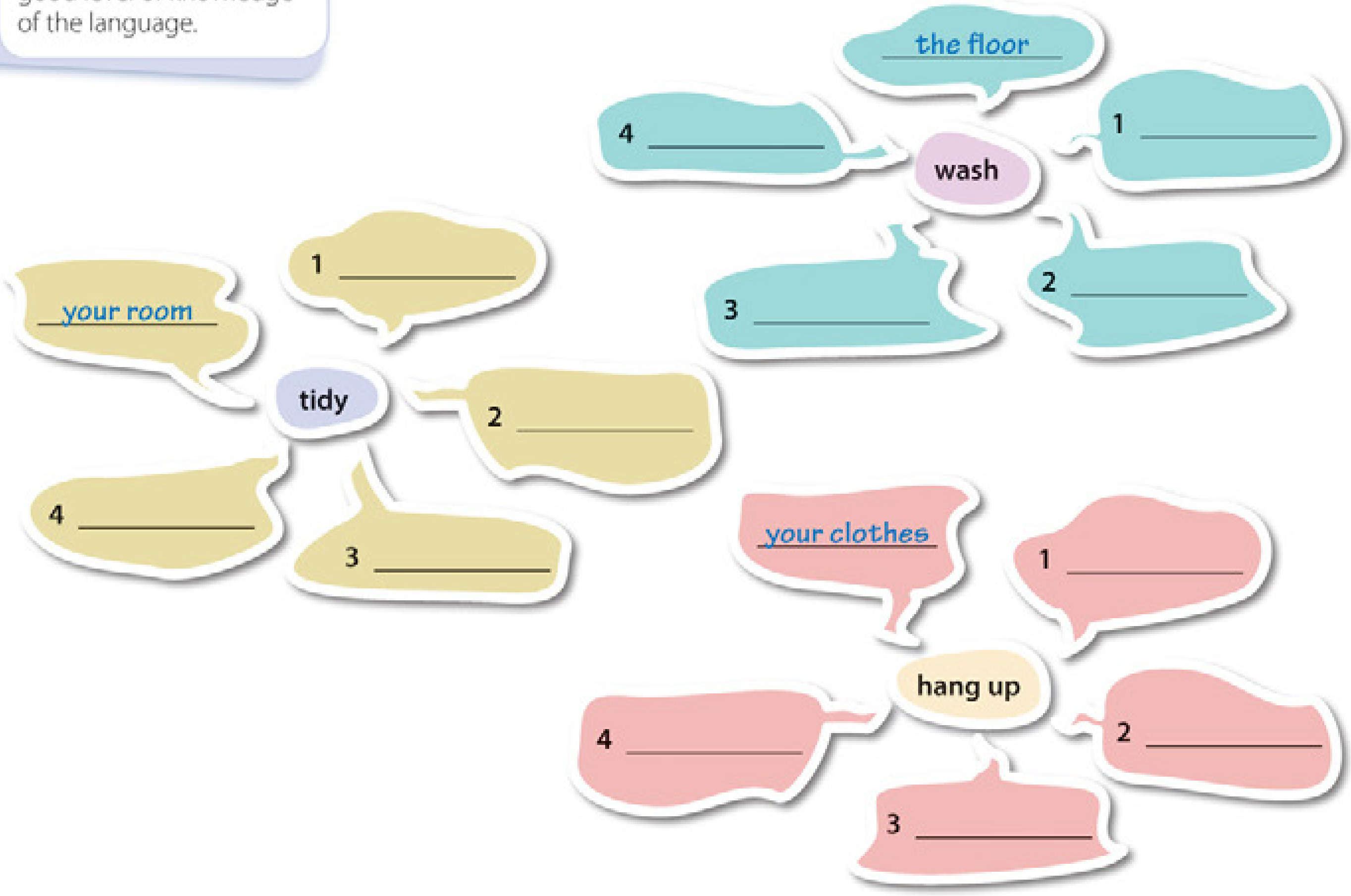
Constantly learning new verb and noun collocations is a very useful tool to improve and expand your vocabulary. It allows you to reach a good level of knowledge of the language.

Verb and noun collocations

Housework

1 **Match the words in the box to the verbs in the spidergrams. Can you think of other nouns to add?**

fruit your dress your desk your clothes a cupboard the car your coat the living room your jacket the bookcase your hands a picture



2 **What words can you use with *do, make* and *have*? Draw the spidergrams in your notebook. Use the model in exercise 1.**

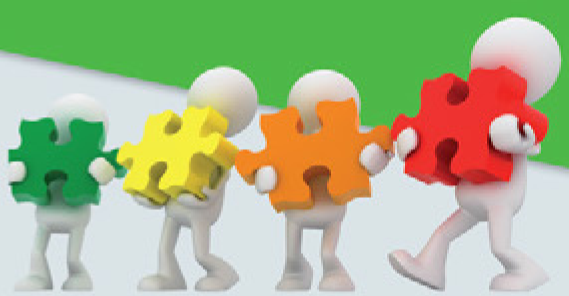
make	some biscuits …
do	the shopping
have	breakfast

GAME

Mime!

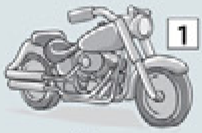
- Split into two teams.
- The teacher calls one member at a time in front of the desk, and asks him / her to mime an action.
- Each team tries to guess it and writes down the answers.
- The team that guesses the most actions wins.

EVALUATION TEST UNITS 7-8



Vocabulary

1 **Look at the pictures and write the words.**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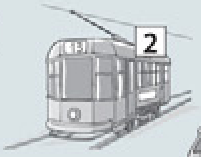
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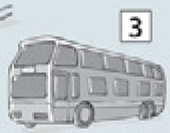
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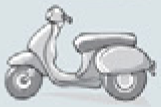
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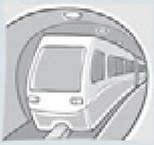
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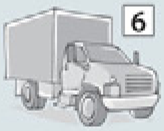
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1 ________________
2 ________________
3 ________________
4 ________________
5 ________________
6 ________________

___ / 6

Grammar

2 **Write sentences using the prompts and the comparative form of the adjectives.**

1 A rabbit / big / a guinea pig
2 The cinema / far / the theatre
3 The weather / bad / it was yesterday
4 A house / expensive / a flat
5 Their new film / funny / their first film

___ / 10

3 **Put the words in order to write sentences.**

1 as / big / London / Paris / as / 's
2 as / fast / as / Football players / aren't / athletes
3 as / tall / my brother / I'm / as
4 not / We're / as / late / usual / as
5 as / isn't / curly / My hair / as / Sally's hair

___ / 10

4 **Complete the sentences with the superlative form of the adjective in brackets.**

1 They're the ____________ (good) volleyball team in the world.
2 The Eurostar is the ____________ (quick) way to get to Paris from London.
3 London is the ____________ (expensive) city in Europe.
4 Alaska is the ____________ (far) point north in North America.
5 My bag is the __________ (heavy) of all the group.

___ / 10

5 **Choose the correct answer.**

1 This **dog's / dogs'** name is Milo.
2 Do you know **this song's lyrics / the lyrics of this song**?
3 Let's look for the **river's name / the name of the river** on a **map**.
4 Is this **Charles's / Charles'** sister?
5 The **ship's name / name of the ship** you saw in the pictures was *Mauretania*.
6 I can't go to **Dora's birthday party / the birthday party of Dora**.

___ / 6

Functions

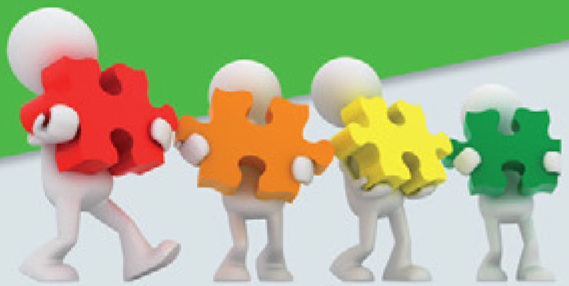
6 **Complete the dialogue with the words in the box.**

opinion right neither agree do so brilliant enjoy

Martha Do you ^{1}_________ athletics?
Angelika Yes, I ^{2}________ . I love all kinds of sports.
Martha ^{3}_________ do I! I love golf, I think it's ^{4}___________ .
Angelika You're ^{5}________ , especially the big tournaments.
Martha One sport I don't like is water polo.
Angelika ^{6}_________ do I, it's really boring.
Martha But I like swimming, it's great.
Angelika Oh, I don't ^{7}__________ . In my ^{8}_________ that's boring, too.

___ / 8

TOTAL ___ / 50



UNITS

EVALUATION TEST 7-8

Vocabulary

1 Match the verbs to the correct nouns.

1 ☐ tidy
2 ☐ lay
3 ☐ hang out
4 ☐ unload
5 ☐ do
6 ☐ feed

A the washing
B your room
C the cat
D the vacuuming
E the table
F the dishwasher

___ / 6

Grammar

2 Choose the correct answer.

1 You **have to** / **has to** be 18 to drive here.
2 We **have to** / **has to** study English every day.
3 Mum **doesn't have to** / **hasn't to** work on Sunday.
4 My brother **has to** / **have to** study hard at school.
5 They **doesn't have to** / **don't have to** arrive early, there's no hurry.
6 Young children in the UK normally **have to** / **has to** go to bed before nine o'clock.

___ / 6

3 Write questions using *have to*. Then give short answers.

1 we / make the bed? ______________________
______________ Yes, ______________________.
2 they / tidy their room? ______________________
______________ No, ______________________.
3 your sister / do the ironing? ______________________
______________ Yes, ______________________.
4 I / call you? ______________________
______________ Yes, ______________________.
5 Mark / clear the table? ______________________
______________ No, ______________________.
6 you / put the rubbish out? ______________________
______________ Yes, ______________________.

___ / 12

4 Write sentences using the prompts and the correct form of the verb *have to*.

1 When I was younger / I / make / my own bed
2 you / walk home from school / last night?
3 I / run / to catch the bus / this morning
4 she / take / an umbrella yesterday?
5 your sisters / do / a lot of homework / in their last school?
6 He / not use / his dictionary / during the exam

___ / 12

5 Choose the correct answer.

1 You **mustn't** / **don't have to** touch the cakes, because they're for this evening.
2 You **mustn't** / **don't have to** buy any cheese. There's lots of it in the fridge.
3 We **mustn't** / **don't have to** forget his birthday.
4 You **mustn't** / **don't have to** use your 3G. There's wi-fi in the school.
5 You **mustn't** / **don't have to** do the washing up. I can do it this evening.
6 You **mustn't** / **don't have to** talk during the lessons. The teacher gets really angry if you do.

___ / 6

FUNCTIONS

6 Complete the dialogue with words in the box.

gets calling leave it's
speak sorry ask hello

Woman ^{1}____________ ?
Boy Hello, can I ^{2}____________ to Robbie, please?
Woman Who's ^{3}____________ ?
Boy ^{4}____________ Michael from school.
Woman I'm ^{5}____________ Michael, he's out on his bike. Would you like to ^{6}____________ a message?
Boy Yes, please. Can you ^{7}____________ him to call me when he ^{8}__________ back?
Woman Yes, of course. Bye, Michael.
Boy Bye, Mrs Perryman.

___ / 8

TOTAL ___ / 50

Listening for specific information

In some listening exercises, you have to listen to a dialogue or to a monologue and fill in the missing information.

LET'S PRACTISE!

1 Listen and choose the correct information.

0	**A** 6:15	[✓ **B**] 6:45	**C** 7:15
1	**A** £15	**B** £50	**C** £14
2	**A** 540 962135	**B** 450 962135	**C** 504 961245
3	**A** LEIGH	**B** LEYGH	**C** LEAGH
4	**A** EIKHUE	**B** AEQWIE	**C** AIKGWE
5	**A** Tuesday, 13th October	**B** Tuesday, 30th October	**C** Thursday, 30th October

2 Listen and write the letters and numbers you hear. Then listen again.

0 My password is HL59AG90X .
1 He's Dutch. His surname is ___________ .
2 They live at number ___________ Farm Road.
3 The price is £ ___________ .
4 It opens at ___________ pm
5 The town is called ___________ .

STRATEGIES

Before you listen

- Read the instructions.
- Read the prompts carefully.
- Underline the information you have to find while listening.

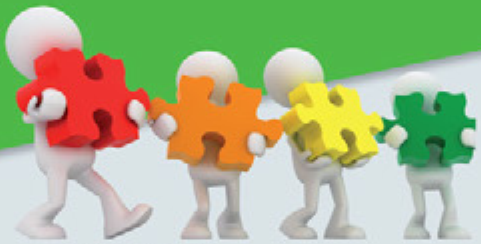
While you listen

- The first time you listen, focus on the text and complete the missing information.
- The second time you listen, check your answers.

3 Listen to the dialogue between a bar owner and a new employee. Then complete the card with the missing information. Listen to the recording twice.

1 First job: make ___________
2 Morning and afternoon: load the ___________
3 Breaks at: 11:30 and ___________
4 Lunch costs: £ ___________
5 Last job: tidy ___________

Apple Tree CAFÉ



SKILLS TEST 1

READING

PAGE1 PAGE2 PAGE3 PAGE4 PAGE5 PAGE6 PAGE7 PAGE8 206781 Followers 128901 Readers

Last year I decided to research my family history and I found lots of interesting things.

My great-grandfather was a pilot. I saw some old photos of him. He was a good-looking man with dark hair and a moustache. In some of the photos he had glasses, maybe they were reading glasses. When he was 50 he stopped work for a year, bought an MG sports car and travelled all around Europe by himself. He went to Germany, Austria and Greece – that was a long journey in those days. In the photos I saw he always looked happy and had a big smile on his face, I think he really enjoyed his life.

My great-grandmother was a nurse and worked in a local hospital for forty years. She wasn't born here but came to Britain from France with her parents in 1940. They were very worried when they first arrived and felt very sad, too. I saw my great-grandmother's school reports. She learnt English very quickly and was an excellent student. I saw a photo of them together – they were both really tall but my great-grandmother looked fantastic in her dress and short dark hair.

I wanted to find out something about my grandparents, too. My parents gave me some photos. They were both quite thin and good-looking and my grandmother had fair hair and freckles. She had a nice smile, and looked a very friendly person. My grandfather was very tall. He looked like my father. I had a big surprise when I saw my grandfather with a guitar around his neck – apparently he played in the same rock group for 10 years!

1 **Write a number to indicate the order in which the relatives are described in the blog.**

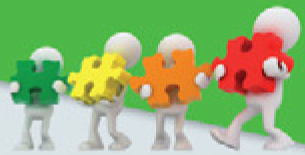
a The grandfather: _____
b The grandmother: _____
c The great-grandfather: _____
d The great-grandmother: _____

___ / 4

2 **Who do the following sentences refer to? Write: *grandfather, grandmother, great-grandmother, great-grandfather*.**

1 He / She played in a musical band: ____________________
2 He / She emigrated with his / her parents: ____________________
3 He / She was a pilot: ____________________
4 He /She had freckles: ____________________
5 He / She was good at school: ____________________
6 He had a moustache: ____________________

___ / 6



3 Choose the correct option.

This is part of my Instagram page dedicated to my old primary school. The school ^{1}_______ close to my home and I really ^{2}_______ studying there.

I had two teachers – Ms Rooke a young, modern teacher and Mr Farrow, a very traditional teacher. With Ms Rooke we ^{3}_______ songs and we often ^{4}_______ in a circle on the classroom floor to listen to a story. That's her on the left of the photo.

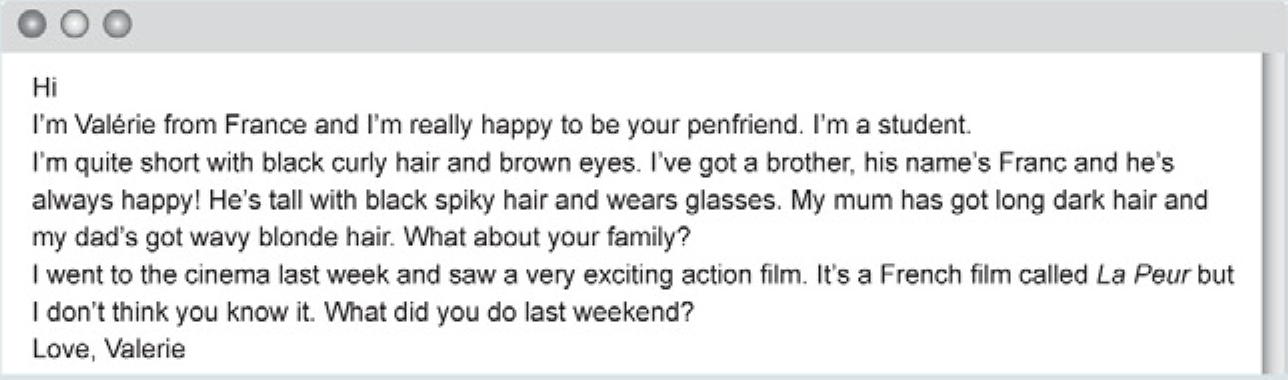
Mr Farrow's classes ^{5}_______ completely different. He had round ^{6}_______ and to be honest we were a bit ^{7}_______ of him. He ^{8}_______ everything on the blackboard and we had to copy it immediately into our exercise books. I think he only wanted to seem severe to control the class because I ^{9}_______ him some years later and he was very ^{10}_______ and friendly with me and my friends.

1 A saw	**B** was	**C** did	**D** had
2 A was	**B** did	**C** went	**D** enjoyed
3 A spoke	**B** sang	**C** went	**D** listened
4 A sat	**B** did	**C** saw	**D** had
5 A was	**B** made	**C** were	**D** did
6 A glass	**B** hair	**C** hairs	**D** glasses
7 A worried	**B** afraid	**C** sad	**D** bored
8 A wrote	**B** made	**C** asked	**D** stopped
9 A knew	**B** met	**C** was	**D** forgot
10 A worried	**B** angry	**C** relaxed	**D** afraid

___ / 10

WRITING

4 You received this email from your new French penfriend Valérie. Write an answer in about 80 words to describe your family and tell her what you did last weekend.



Hi

I'm Valérie from France and I'm really happy to be your penfriend. I'm a student.

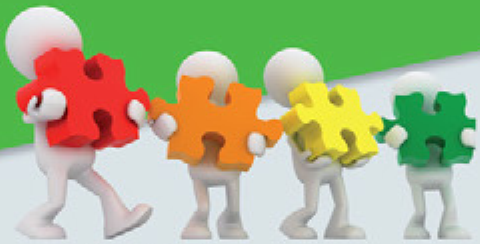
I'm quite short with black curly hair and brown eyes. I've got a brother, his name's Franc and he's always happy! He's tall with black spiky hair and wears glasses. My mum has got long dark hair and my dad's got wavy blonde hair. What about your family?

I went to the cinema last week and saw a very exciting action film. It's a French film called *La Peur* but I don't think you know it. What did you do last weekend?

Love, Valerie

___ / 10

TOTAL ___ / 30



SKILLS TEST 2

READING

‘The Young People’s Holiday Company’

Come with us to Cornwall this year

Why go to Spain or Greece when you can spend a great holiday with us in sunny Cornwall in the west of England? We’re organising a special trip for Romanian students in August. It starts on August 13th and finishes on August 16th and we’re visiting all the interesting places.

On the first day the train leaves from London at 8:00 and arrives in St Ives at midday. Then a bus takes us from the railway station to the St Ives Youth Hostel, which is near a beautiful surfing beach.

On the second day we’re going sightseeing. In the morning we’re going to Land’s End. It has a visitor centre and a small museum, open only from 10 to 11 am. In the afternoon, we’re going to Penzance. This is a large town with a lot of shops and you can find banks and post offices if you need them.

On Day 3 we’re going to St Michael’s Mount, which is a beautiful castle on a rock. The guided tour of the castle starts at 9 am so we’re leaving the youth hostel at 8 am. The tour finishes at 11 so we’re coming back to the youth hostel for some lunch and then the afternoon’s free. Some of us are going to the beach in the afternoon to go sunbathing.

On the last day we’re staying in St Ives. It’s a beautiful little fishing village. From the beginning of the 1900s artists began to set up studios in St Ives and it still has lots of art galleries. We’re visiting the Tate St Ives art museum, which is part of the famous one in London, and the rest of the day is free for sightseeing.

In the evening we’re going to the Minack Theatre. It’s an open air theatre, right on the sea. We’re seeing *Othello* by Shakespeare and the show starts at 7:30 pm.

1 **Read the text and answer the questions.**

1 Where is Cornwall? ______________________________

2 How long is the trip to Cornwall? ______________________________

3 What is on St Michael’s Mount? ______________________________

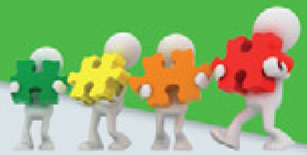
4 What is the name of the museum similar to the one in London? ____________________

___ / 4

2 **Read the text again, then decide if the sentences are true (T = *true*) o false (F = *false*).**

	T	F
1 The train journey from London to St Ives is three hours long.	☐	☐
2 They’re going to the youth hostel by bus.	☐	☐
3 The youth hostel is near the sea.	☐	☐
4 The visitor centre at Land’s End is open in the afternoon.	☐	☐
5 They’re going to Penzance in the afternoon.	☐	☐
6 The guided tour of St Michael’s Mount is three hours long.	☐	☐
7 St Ives is a large town.	☐	☐
8 The Minack Theatre is inside a large building.	☐	☐

___ / 8



3 **Choose the correct option.**

What [1]_____ the weather be like in the future? Weather forecasters say it [2]_____ be very good.

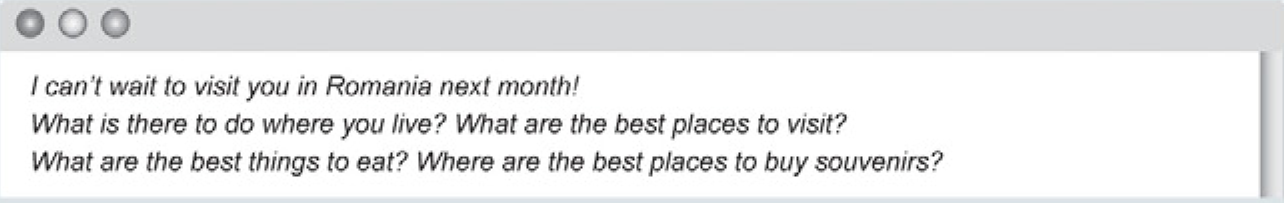
First of all the weather is going to get [3]_____ . It's going to be very hot! This will be bad for people, animals [4]_____ the planet. There [5]_____ be more extreme weather all over the world: violent storms, strong winds and a lot of [6]_____ . The weather forecasters [7]_____ be wrong, some people say. Unfortunately, they [8]_____ right. Extreme weather is happening now.

1 A is **B** will **C** does
2 A want **B** won't **C** went
3 A hotter **B** the hottest **C** the warmest
4 A but **B** or **C** and
5 A will **B** is **C** are
6 A raining **B** rained **C** rain
7 A might **B** are **C** did
8 A have **B** will **C** are

___ / 8

WRITING

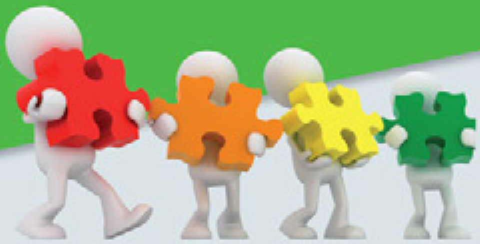
4 **Read the email from your English friend Alex. Write a 25-35 word email to Alex and answer his questions.**



I can't wait to visit you in Romania next month!
What is there to do where you live? What are the best places to visit?
What are the best things to eat? Where are the best places to buy souvenirs?

___/10

TOTAL ___ / 30



UNITS
TERM TEST 1-4

VOCABULARY

1 Write the words in the table, in the correct column.

~~documentary~~ freezing worried chat show
curly hair musical foggy excited sitcom afraid freckles

FILMS/TV PROGRAMMES	APPEARANCE	FEELINGS AND EMOTIONS	WEATHER
documentary			

___ / 10

GRAMMAR

2 Circle the correct option.

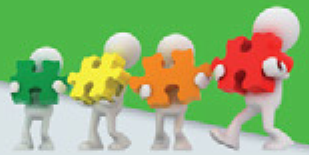
0 Who **do you speak to** / [✓ **are you speaking to**] now?
1 My dad usually **works** / **is working** but today he **relaxes** / **is relaxing**.
2 **It rains** / **It's raining** so we can't go out.
3 Ellis usually **watches** / **is watching** TV in the evening.
4 Where **do you go** / **are you going**? It's late.
5 We always **go** / **are going** to Spain, but this year we **go** / **are going** to France.
6 Don't disturb me, **I'm talking** / **I talk** to someone.
7 They usually **eat** / **are eating** at school, but today they **have** / **are having** lunch at home.

___ / 10

3 Complete the sentences with will or won't and the correct form of the verbs in brackets.

0 The teacher will give (give) us the results of the test tomorrow.
1 The weather ________________ (be) warm and sunny today.
2 They ________________ (not / pass) the exam easily.
3 You ________________ (arrive) at school late!
4 My brothers ________________ (not / stay) at home on Saturday evening.
5 It ________________ (not / snow) tonight.
6 I ________________ (beat) you at cards, as usual!
7 Our team ________________ (not / win) the match.
8 I think we ________________ (have) fun on holiday.
9 You ________________ (not / become) a famous actor!
10 Jenny ________________ (get) a good mark in the test.

___ / 10



4 Complete the sentences with the past simple form of the verbs in brackets.

0 The match _started_ (start) two hours ago.
1 My sister ____________ (wash) her hair last Saturday.
2 My parents ____________ (enjoy) the film last night.
3 We ____________ (have) a long chat yesterday morning.
4 I ____________ (send) you an email about it three days ago.
5 We ____________ (leave) early this morning because there ____________ (be) a lot of traffic.
6 I ____________ (not be) at the match yesterday.
7 My father ____________ (teach) in a secondary school for two years.
8 '____________ (you / be) happy with the result of your test?'
'No, we __________ (not be).'

___ / 20

5 Complete the email with the words in the box.

sport favourite friendly preparing wants going ~~be~~ enjoys a lot of playing goes

Luc _is_ from the south of France. He's 13 and he ____________ to the local secondary school. His ____________ sport is rugby but he ____________ playing any kind of ____________ apart from handball, he absolutely hates ____________ it.
He's very nice and ____________ and has ____________ friends at school. He doesn't like ____________ to school but he's really busy at the moment as he is ____________ his end-of-year exams. He ____________ to be a pilot one day.

___ / 10

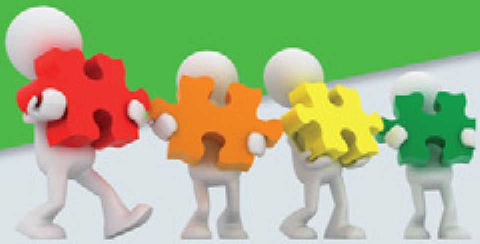
WRITING

6 Read Naomi's profile, then write a short presentation.

Name:	Naomi	**Hobbies**:	reading, swimming, cinema
Country:	Japan	**Likes**:	friendly people
Age:	12	**Dislikes**:	Monday mornings, football
Family:	father – teacher, mother – nurse 1 brother (Kenzo, 14) and 1 sister (Hiromi, 9)		

Naomi's from Japan. ____________________
She is ____________________
In her family ____________________
In her free time she ____________________
She really likes ____________________
but she doesn't like ____________________

___ / 20
TOTAL ___ / 80



UNITS
TERM TEST 5-8

VOCABULARY

1 Choose the correct option.

0 Luke's mum always wants him to **tidy** / [✓ **clear**] the table.
1 Bill? I'd like you to **load** / **hang out** the washing with your sister, it's a nice sunny day.
2 We needed a **motorbike** / **lorry** to move all our furniture from the old house.
3 It's a good idea to go there on **a plane** / **foot** in the morning, it's not so far.
4 There are a lot of cars in the city and I don't like driving so I always use a **scooter** / **taxi**.
5 A 'Tube' is the London name for **an underground train** / **the river bus service**.
6 I love the sea so travelling by **boat** / **lorry** is something I really enjoy.
7 Can one of you **unload** / **tidy** the dishwasher? I haven't got time.
8 It's dangerous to go by **scooter** / **foot** when there's a lot of traffic.
9 Just a second, I need to put out **the rubbish** / **the dishwasher**.
10 I hate doing the **bed** / **ironing** – it's so boring.

___ / 10

GRAMMAR

2 Choose the correct option.

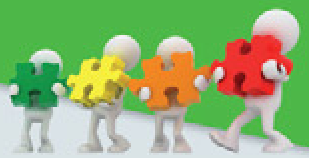
0 She looks **as happy** / [✓ **happier**] than yesterday.
1 This test's **easiest** / **easier** than the other ones.
2 This bike isn't **as fast as** / **as faster than** the bike I had before.
3 Today's not as **sunny as** / **sunny like** yesterday.
4 I think the train is the **more** / **most** comfortable form of transport, you can just sit and relax.
5 This is the **worst** / **worse** restaurant in the whole town.
6 I like the yellow dress but I prefer the **one blue** / **blue one**.
7 The **earliest / earlier** train is at 5:00 am.
8 The Nile is the **most long / longest** river in the world.

___ / 10

3 Complete the sentences with the correct present simple, present continuous or past simple form of the verbs in brackets.

0 I'm _meeting_ (meet) Sam and the others **at 8 pm this evening**.
1 ____________________ (you / can) ski **when you were 5**?
2 Why ____________________ (you / send) me that picture **last night**?
3 My **plane** ____________________ (leave) next Tuesday.
4 What ____________________ (you / do) **tomorrow evening**?
5 We ____________________ (go) to Los Angeles **next month**.

___ / 10



4 Complete the second sentence so that the meaning remains the same.

0 The second film's good but I preferred the first one.
In my opinion the second film isn't *as good as* the first one.
1 A Ferrari's faster than a Porsche.
A Porsche isn't ________________ a Ferrari.
2 Paris is 500 km from London, Rome's 1,500 km.
Rome's ____________________ from London than Paris.
3 It's important that you arrive on time.
You _______________ arrive on time.
4 This box is nice, the other box is nice, too.
This box is ___________________ the other box.

___ / 16

5 Rewrite the sentences in the affirmative (+), negative (-) or interrogative form.

0 Your friends liked the film. (–)
Your friends didn't like the film.
1 Did Kelly spend her holiday in the mountains? (+)
____
2 The shop opens at 8:30. (?)
____
3 She could swim very well. (–)
____
4 She finished first in the race. (?)
____

___ / 16

WRITING

6 Write a short presentation about Edward using the notes.

Name:	Edward	**Past studies**:	wanted to enter Oxford University but not successful
Age:	18		
Born:	Winchester	**Future plans**:	work for 4 weeks in Sydney, Australia, then study Italian and French at Warwick University
School:	Winchester College		
Subjects:	English, French and history	**Start of university**:	3rd October

Edward is 18. He was born in Winchester.
____
____
____

___ / 12
TOTAL ___ / 80

Grammar revision

GRADE 5

A Articles

Indefinite article	Definite article
a in front of a consonant and *u* when pronounced /ju:/: **a** bike, **a** unit **an** in front of a vowel and silent *h*: **an** animal, **an** hour	**the** does not change; it is used with singular and plural nouns **the** bike – **the** bikes **the** unit – **the** units **the** animal – **the** animals **the** hour – **the** hours

B Personal pronouns, possessive adjectives and pronouns

Personal pronouns		Possessive adjectives	Possessive pronouns
Subject	Compl.		
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

1 We use object pronouns after a verb or a preposition.
Keira is in my class. I sit **next to her**.
I love milk. I **drink it** every morning.

2 We never put an article before possessive adjectives and pronouns. Possessive adjectives and pronouns do not change: there is only one form for the singular, plural, masculine and feminine.
my father **your** cat **our** mother **your** cats

C *Present simple* of the verb *to be*

+	I **am** (**'m**) You / We / They **are** (**'re**) He / She / It **is** (**'s**)
–	I **am not** (**'m not**) You / We / They **are not** (**aren't**) He / She / It **is not** (**'s not**)
?	**Am** I? **Are** you / we / they? **Is** he / she / it?
Short answers	Yes, I **am**. • Yes, you / we / they **are**. • Yes, he / she / it **is**. No, I**'m not**. • No, he / she / it **isn't**. • No, you / we / they **aren't**.

D *Present simple* of the verb *have got*

+	I / You / We / They **have got** (**'ve got**) He / She / It **has got** (**'s got**)
–	I / You / We / They **have not got** (**haven't got**) He / She / It **has not got** (**hasn't got**)
?	**Have** I / you / we / they **got**? **Has** he / she / it **got**?
Short answers	Yes, I / you / we / they **have**. he / she / it **has**. No, I / you / we / they **haven't**. he / she / it **hasn't**.

E *Present simple*

+	I / You / We / They **play** He / She / It **plays**
–	I / You / We / They **do not** (**don't**) **play** He / She / It **does not** (**doesn't**) **play**
?	**Do** I / you / we / they **play**? **Does** he / she / it **play**?
Short answers	Yes, I / you / we / they **do**. he / she / it **does**. No, I / you / we / they **don't**. he / she / it **doesn't**.

Spelling rules

1 Verbs ending in *-o*, *-ch*, *-sh*, *-ss*, *-x*:
do → do**es**; watch → watch**es**; brush → brush**es**;
miss → miss**es**; fix → fix**es**

2 Verbs ending in a consonant + *-y*:
tidy → tid**ies**; fly → fl**ies**

3 Verbs ending in a vowel + *-y*:
play → play**s**; say → say**s**

F *Present continuous*

+	I **am** (**'m**) You / We / They **are** (**'re**) He / She / It **is** (**'s**)	say**ing**
–	I **am not** (**'m not**) You / We / They **are not** (**aren't**) He / She / It **is not** (**isn't**)	say**ing**
?	**Am** I **Are** you / we / they **Is** he / she / it	say**ing**?
Short answers	Yes, I **am**. • Yes, you / we / they **are**. • Yes, he / she / it **is**. No, I**'m not**. • No, you / we / they **aren't**. • No, he / she / it **isn't**.	

GRADE 5

We use the *present continuous* to talk about actions happening at the moment of speaking: *Josh* ***is talking*** *on the phone with his mum.*

We do not use it with verbs like *be*, *want*, *like*, *love*, *hate*, *prefer*.

Spelling rules

1. Verbs ending in a vowel + a consonant
   run → run**n**ing; shop → shop**p**ing
2. Verbs ending in a consonant + *-e*:
   close → clos**ing**; write → writ**ing**
3. Verbs ending in *-y* and *-w*:
   study → study**ing**; show → show**ing**

G Prepositions of place

in
on
under
next to
near
between
behind
opposite
in front of

H Prepositions of time

at	*hours*	**at** 4:30
	night	**at** night
	weekend	**at** the weekend
in	*parts of the day*	**in** the afternoon*
	months	**in** June
	years	**in** 2017
	seasons	**in** (the) spring
on	*days of the week*	**on** Thursday*
	dates	**on** 5th December

* **But remember: on Thursday afternoon.**

I Adverbs of frequency

never sometimes often usually always

My dad **is always** tired.
We **usually go** to school at 8:15.
She **never gets up** early.

J The possessive *'s*

Singular noun	Claire's cat
Regular plural noun	the teachers' room
Irregular plural noun	the children's toy
Two or more nouns	Kate and Jo's father

K Question words

Who? **What?** **When?** **Where?**	**Which?** **How old?** **Whose?**

L Demonstrative adjectives and pronouns

	Singular	**Plural**
Near	**This**	**These**
Far	**That**	**Those**

M *There is* (*isn't*) / *There are* (*aren't*)

+	singular	**There is** / **There's** a pub.
	plural	**There are** two pubs.
–	singular	**There isn't** a pub.
	plural	**There aren't** two pubs.

N *Some* / *any*

+	There are **some** apples. I've got **some** really nice friends.
–	There aren't **any** apples. Paul hasn't got **any** pets.
?	Are there **any** apples? Have you got **any** photos on your phone?

O *Can*

+	I / You / He / She / It / We / They **can**
–	I / You / He / She / It / We / They **cannot** (**can't**)
?	**Can** I / you / he / she / it / we / they?
Short answers	Yes, I / You / He / She / It / We / They **can**.
	No, I / You / He / She / It / We / They **can't**.

We use *can* to show ability: *Judith* ***can speak*** *Japanese.*

P Imperative

	Affirmative (= base form of the verb)	**Negative**
singular	Look!	Don't look!
plural	Look!	Don't look!

We do not use subject pronouns with the imperative.

Let's read!

Oscar Wilde was born on 16th October 1854 in Dublin, Ireland. He was a bright child and he was interested in literature from an early age. At Oxford University, he discovered his passion for Greek and Roman studies, and he also wrote his first poems. After graduating from Oxford, he moved to London and soon became a successful writer.

In 1887, he published his first story about an American family who moved to a castle haunted by the ghost of a nobleman.

Wilde died in Paris, in 1900. Today, **The Canterville Ghost** is still a very treasured work and it has been adapted for the big screen several times.

Speaking

1 **Do you have a favourite author? Who is it?**

2 **What do you know about him / her?**

3 **What is your favourite work written by him / her?**

4 **You are going to study a fragment of a short story written by the Irish writer, Oscar Wilde. Read his biography. Do you know any of the famous characters he wrote about? Discuss for two minutes.**

Reading

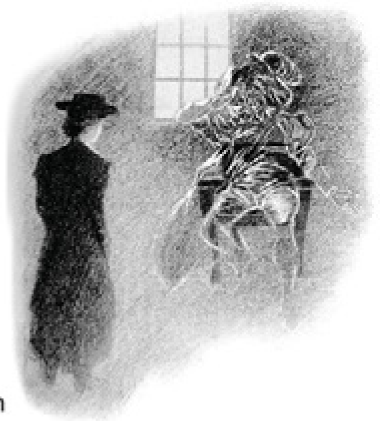
5 **Read the first eight lines quickly. Can you tell what kind of story this is?**

- a comedy
- a love story
- a mystery story
- a journal
- a science fiction story

Adapted from

The Canterville Ghost

by Oscar Wilde



Virginia went out to ride on Brockley **meadows**, accompanied by the young Duke of Cheshire who wanted to spend the last week of his holidays at Canterville Chase. While getting through a **hedge**, she ruined her dress so badly that she had to return home. She didn't want to be seen by anyone, so she went up by the back **staircase**.

As she was running past the Tapestry Chamber, she saw the door open and someone inside. She had the impression that it was her mother's servant, who would sometimes bring her work there, so she asked her to sew her dress. She was so surprised to see the Canterville Ghost himself instead! He was looking through the window, lost in his own thoughts. His head was leaning on his hand, and his attitude was one of great sadness. Little Virginia, who was scared at first and wanted to run away and lock herself in her room, felt sorry for him and decided to stay. Maybe it was a good idea to **comfort** him after all.

The Ghost was indeed so deep in his melancholy that he did not notice her presence there until she spoke to him.

'I'm so sorry for you. My brothers are leaving tomorrow, so maybe if you **behave yourself**, no one will annoy you,' she said.

'You know it's absurd to ask me something like this,' he answered, quite surprised to see and hear the young girl talking to him. 'I must walk around at night, if that's what you mean. It's my only reason for existing.'

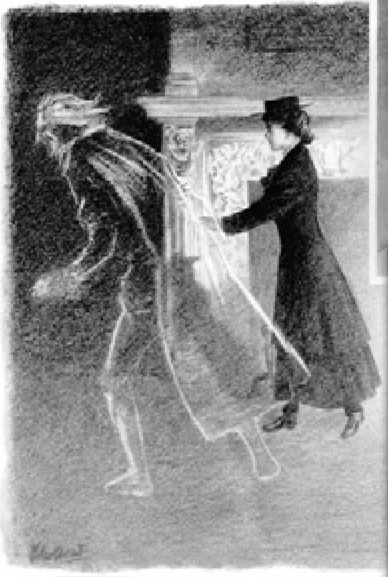
'That's not true! You also know that your behaviour was rude.'

[…]

'Please don't go, Miss Virginia,' he cried; 'I'm so lonely, so unhappy and I don't know what to do. I haven't slept for three hundred years. I want to sleep and I can't.'

Virginia approached him, **kneeled down** and looked at his old sad face.

'Oh, poor Ghost,' she sighed. 'Don't you have a place where you can sleep in peace?'



Glossary

meadows	*fields with grass and often with wild flowers*
hedge	*a line of bushes or small trees planted very close together*
staircase	*a set of stairs inside a building*
comfort	*to make someone feel better when they are sad*
behave yourself	*be good by acting in a way that has society's approval*
kneeled down	*put both knees on the ground*

6 Now answer the questions.

1 Why did Virginia come back home?
2 Who did she see in the Tapestry Chamber?
3 Why was the Ghost sad?

7 Match the words (1–5) to their synonyms (A–E).

1 ☐ accompanied
2 ☐ thoughts
3 ☐ behaviour
4 ☐ existing
5 ☐ approached

A living
B attitude
C followed
D ideas
E come closer

8 Read the text again and put the following sentences about Virginia in chronological order.

1 She went up the stairs.
2 She ruined her dress.
3 She went out to ride.
4 She saw the Ghost.
5 She asked her mother's servant to sew her dress.
6 She decided to stay and talk to the Ghost.
7 She asked the Ghost to change his attitude.

Writing

9 What do you think it will happen next in the story? Write 20–25 lines to continue the story. Before you write, make notes about:

- the characters – consider adding some new ones in the scene;
- the place and time of the action;
- interesting moments in the action;
- the dialogues.

A CLIL

GEOGRAPHY

Reading comprehension

1 Read the first paragraph of the text. Write the words in the box in the correct category.

38 degrees Celsius tropical rain

Weather: ______________________________

Climate: ______________________________

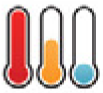
WEATHER

What is the difference between weather and climate? You might think they are the same, but they are not.

Weather refers to the general conditions in the air above the Earth at a particular place and time such as:

wind

precipitation



temperature

Weather is what the forecasters on TV predict every day. People find out about temperatures, humidity or if any thunderstorms are likely to form.

Climate refers to the general weather conditions usually found in a particular place over a long period of time. There are five categories of climate in the world:

- tropical
- moderate
- continental
- polar
- dry

TROPICAL
MODERATE
CONTINENTAL
POLAR
DRY

- **The tropical climate** is found near the Equator, in countries like Brazil and India, or on the African continent.
- **The moderate climate** or **temperate climate** covers the area between the tropics and the polar regions.
- **The continental climate** has four seasons. Romania has this type of climate.
- **The polar climate** is found at the North Pole and South Pole and in the tundra. Have you heard of Siberia? Part of it lies in the tundra.
- **The dry** or **arid climate** is specific to an area often covered with sand and rocks, where there is very little rain for plants to grow. This area is also known as a desert.

Each of these five categories can be divided into different types. The Mediterranean climate (the climate around the Mediterranean area) is an example of a moderate climate. One of the biggest concerns these days is climate change, also referred to as global warming, caused by human activities.

Glossary

precipitation *water that falls from the clouds, especially as rain or snow*

tropical *from or relating to the area between the two tropics*

tundra *part of the very large area of land in North Asia, North America and northern Europe where trees do not grow because of the cold, and ground below the surface is permanently frozen*

2 Answer the questions.

1 What is the difference between weather and climate?
2 Where can you find the polar climate?
3 Where do we find the tropical climate?
4 How many seasons are there in Romania?
5 What is global warming?

GEOGRAPHY

COMPETENCES

technological and scientific competence
learning to learn
initiative

Dialogue practice

3 Helen is going on a trip to South Africa. Fill in the blanks with the phrases in the box.

It is! There are often heavy thunderstorms.
Yes, I am. Though the climate is different there.
I'm going to South Africa.
Yes, it does. There are often warm showers.
Well, the nights are quite cold and the days are very hot.

You Where are you going on your next holiday?
Helen ^{1} ________________________________
You Really? Are you excited?
Helen ^{2} ________________________________
You What do you mean?
Helen ^{3} ________________________________
You Does it rain there?
Helen ^{4} ________________________________
You Is the weather stormy?
Helen ^{5} ________________________________
You Take care then!

Tip

Completing dialogues

Read the given phrases carefully before you complete a dialogue. Try to understand the information to help you fill in the missing parts of the dialogue correctly.

Writing practice

4 Imagine you are a weather forecaster. Write the weather forecast for tomorrow using the notes below.

- boiling hot
- partly cloudy in the morning
- mostly sunny in the afternoon
- temperatures below zero in the mountains at night
- mild winds in the west
- light showers in the south
- a thunderstorm is likely to form in the north

Hi, my name is …. Let's see the weather forecast for …. The weather is freezing cold, with temperatures below 0 degrees Celsius ….

5 Now search for information on the Internet to prepare a weather forecast for your city. Use the model in exercise 4. Present your forecast to the class. Draw a map of Romania to use during the presentation.

Oral presentation

6 Describe why it is important to watch the weather forecast. Talk for a minute, answering the questions.

1 Do you watch the weather forecast on TV? What do you find interesting about it?
2 Where else can you find information about the weather?
3 Why is it important to know about the weather
- when you go to school?
- when you travel?
- when you do other routine or free time activities?

Reading comprehension

1 Read the text and complete the diagram with the steps of the slave trade.

The British Empire and slavery

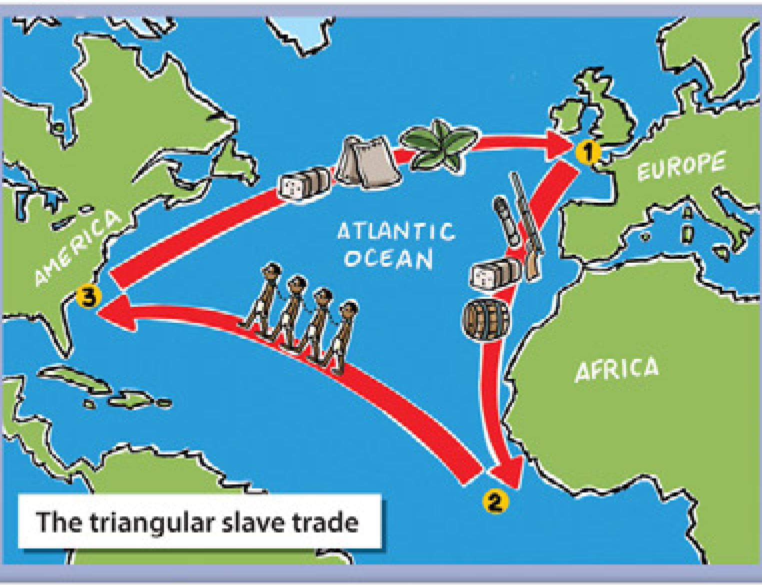
British colonial expansion began in the 16th century after the victory of the English over the Spanish Armada in 1588. By the beginning of the 18th century Britain had created a large empire, with colonies in Canada, America and the West Indies.

By the 19th century the British occupied Australia, New Zealand, parts of China and other territories in Africa and South-East Asia.

At the end of the 19th century, the British Empire consisted of more than 400 million people.

Glossary

slave trade	*the buying and selling of human beings as slaves*
peak	*the highest, strongest, or best point of value*
steps	*stages*
guns	*weapons*
huge campaign	*a big planned group of especially political, business or military activitiesthat are intended to achieve a particular aim*



The triangular slave trade

Much of the wealth of the British Empire came from the slave trade.

The **slave trade** reached its **peak** in the 18th century with the so-called 'Triangular Slave Trade' which consisted of three **steps**. First, the British traders took goods like cotton and **guns** to Africa and exchanged them for slaves.

Then, the traders took the slaves and sold them in North America and in the West Indies.

Finally, the traders returned to Great Britain to sell the products of the slaves' work, for example cotton, sugar and tobacco.

In total around 12 million Africans sailed to the Americas as slaves.

Conditions for the slaves were terrible and a lot of people began to oppose the slave trade. In the 1780s the British politician William Wilberforce started a **huge campaign** which ended in 1833 with the Slavery Abolition Act. This act abolished slavery in most of the British Empire.

2 Read the text again and answer the questions.

1 When did British colonial expansion begin?
2 When did the British Empire expand into China?
3 What was the population of the British Empire in 1899?
4 How many Africans sailed to the American colonies as slaves?
5 Who was William Wilberforce?

HISTORY

COMPETENCES

civic and social competences
learning to learn
digital competence
initiative

Dialogue practice

3 Imagine you are talking to a slave from the British Empire. Match the questions to the answers. Then write the dialogue in your notebook.

1 ☐ What's your name?
2 ☐ Where are you from?
3 ☐ Why are you here?
4 ☐ How did you arrive here?
5 ☐ How was your journey?
6 ☐ Were you alone on the ship?

A No, I wasn't. There were hundreds of slaves like me on the ship.
B My name is Noah.
C It was very long and the conditions on the ship were terrible.
D I'm from Africa.
E Because British traders brought me here as a slave.
F I arrived here on a big British ship.

Tip

Using adjectives

Adjectives such as *terrible*, *horrible* etc. can improve the quality of a text and make it more interesting. The use of adjectives can also make the text easier to read. Go back to your letter and try to include different types of adjectives.

Writing practice

4 Imagine you are a slave involved in the slave trade and you managed to return home. Write a letter (50–70 words) to a friend telling him / her how you spent this long period, following the points below.

- you arrived in the West Indies three months ago, on a British ship;
- the journey was very long and the conditions were very bad;
- the ship from Liverpool sailed to Africa where the slave traders loaded many slaves;
- you arrived in the West Indies, but lots of slaves died in the journey;
- you worked hard every day on the sugar and tobacco plantations.

Oral presentation

5 Use the information in the *fact file* and talk for about a minute about Aman's experience. Then search for additional information about the refugees in Great Britain on the Internet.

Fact file

Name	Aman (refugee in the UK)
Age when immigrated	18
Country	Eritrea
Arrival in the UK	2012
Aman's journey	Sudan (jeep), Turkey (truck across desert), Greece (boat), UK (train); terrible conditions; some people died
Notes on Aman's family	mother and sisters are still in Eritrea
Why he migrated	repressive country; dangerous for young men to stay; no future

Reading comprehension

1 Read the text and fill in the gaps with the words in the box.

gallery tourists attractions artists famous paintings

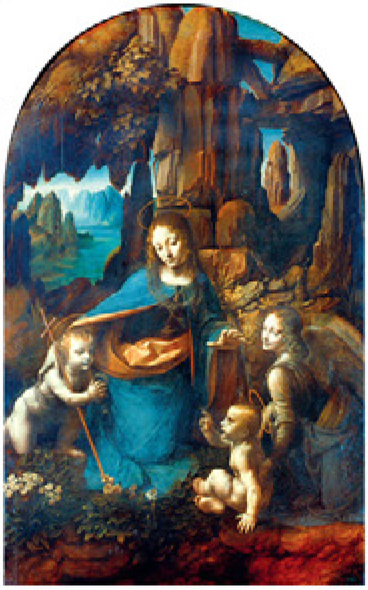
The National Gallery

The National Gallery opened in 1824 and is now one of London's most important tourist [1]__________ and one of the most [2]__________ art galleries in the world. In the [3]__________ there is a collection of nearly 2,300 [4]__________ from the early Renaissance to Post-impressionism. The most famous paintings in the gallery are by important European [5]__________, for example Sandro Botticelli, Leonardo da Vinci, Claude Monet and Vincent Van Gogh. The National Gallery collection attracts millions of [6]__________ every year.

A treasure of Renaissance art

The *Virgin of the Rocks* is a Renaissance masterpiece by Leonardo da Vinci. There are two versions of the painting: one in the Louvre Museum, in Paris, and one in the National Gallery, in London. The painting shows four figures sitting on some rocks: the Virgin Mary, the child Jesus, the Archangel Gabriel and the child John the Baptist. These four figures are in a pyramid-like composition.

Leonardo used the techniques of *chiaroscuro* and *sfumato*. A light from the top of the painting illuminates the four figures. The use of **perspective** is clear in the painting. The contrast between the dark rocks and the mountains in the distance gives the painting the impression of **depth**.



Title	The Virgin of the Rocks
Artist	Leonardo da Vinci
Year	1495-1508
Dimensions	189.5 x 120 cm
Location	National Gallery, London
Techniques	*Chiaroscuro*, *sfumato*, perspective

Glossary

perspective *(in art) the way that objects appear smaller when they are further away and the way parallel lines appear to meet each other at a point in the distance*

depth *the fact of a feeling, state, or characteristic being strong, extreme or detailed*

2 Answer the questions.

1 What period are the paintings at the National Gallery from?
2 When did the National Gallery open?
3 Who painted *The Virgin of the Rocks*?
4 How many versions of the painting exist?
5 Who are the figures in the painting?
6 What special techniques did the artist use?

Tip

Understanding setting

When you have to write a dialogue, make sure you understood the communication situation. Ask yourself:

1 "Who's talking?";
2 "Where are the interlocutors?";
3 "What is the topic of the converstion?".

This will help you understand which are the lines you have to write.

COMPETENCES

cultural awareness and expression
learning to learn
initiative
digital competence

Dialogue practice

3 You meet Julia and you tell her about your last weekend with your family in London. Write the lines of the dialogue using the prompts.

You Greet Julia and tell her that you went to London with your family last weekend.
Julia Asks if you had a good weekend and what you did.
You Answer that you visited the city on Saturday and some interesting museums on Sunday.
Julia Asks what your favourite museum was.
You Answer that your favourite museum was the British Museum.
Julia Asks why.
You Answer that you liked it most because you saw some famous sculptures and paintings.
Julia Says you are lucky and that she would love to visit London, too.

Writing practice

4 Write an email (50–70 words) to your friend Luca to tell him about your visit to Tate Modern. Begin with *Hi Luca, …* and end with *Write soon, …* .

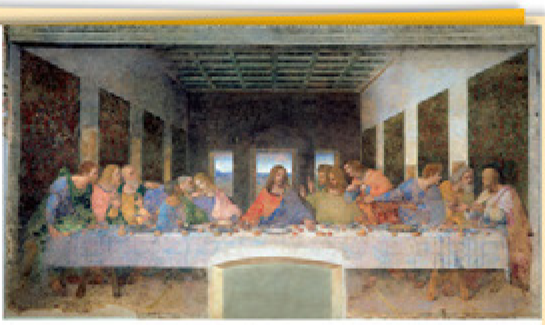
- last summer you went to London and you visited Tate Modern, a famous modern art gallery;
- the museum was first opened in 2000;
- you can find works of art dating from the 20th and 21st centuries;
- you saw Picasso and Andy Warhol's works.

Oral presentation

5 Describe Leonardo da Vinci's painting, *The Last Supper*, to your classmates using the information in the *fact file*. Search for additional information about it on the Internet. Talk for about a minute.

The title of the painting is The Last Supper …

Fact file



Copy by G. Raffaelli, 1816, Vienna.

Title	*The Last Supper*
Artist	Leonardo da Vinci
Year	1494-1499
Dimensions	4.6 m x 8.8 m
Location	church of Santa Maria delle Grazie, Milan
Technique	perspective
Description	the last supper of Jesus and his disciples; composition of the figures in the painting; the disciples look confused.

D CLIL

TECHNOLOGY

Reading comprehension

1 Read the text and match the titles (A–D) to the paragraphs (1–4).

The world of gadgets

1 ☐ ______________________

Every minute, people send over 16 million text messages worldwide. There are more **devices** than people in the world. The company Apple Inc. alone sold 52 million smartphones in the first quarter of 2017. Do these figures surprise you? It isn't easy to imagine life without a mobile phone, a laptop or a tablet.

2 ☐ ______________________

Gadgets are fast becoming something people cannot live without. Used for study, work, entertainment or communication, they are part of our everyday life and most of the time they make our life easier.

3 ☐ ______________________

The Internet is as cheap as ever or even free, and we get all the information and entertainment we need there. We have **wi-fi** almost everywhere, and we cannot picture how past generations used to carry out their daily activities without Internet connection and communicating by smartphone or computer.

4 ☐ ______________________

In the past, people used to send letters, or spend hours in a library looking for a piece of information. Today, everything is just **a click away**. But is it really a good thing? Many times we **miss out** on personal relationships, on the pleasure of reading a book or a newspaper, or simply chatting with our friends during a **stroll** in the park.

A Friends or enemies?
B How did they do it?
C Surprising figures
D Our friends and allies

2 Answer the questions.

1 How many text messages do we send every 60 seconds around the world?
2 What are gadgets used for?
3 What do we use the Internet for?
4 How did people look for information in the past?
5 Why is it a bad thing to have gadgets?

Tip

Predicting the content

To understand a text, remember that reading the title is extremely important. Understanding the title allows you to predict some things about what you are going to read.

Glossary

device	*an object or machine invented for a particular purpose*
gadget	*a small mechanical or electronic device or tool*
wi-fi	*a system that allows computers, smartphones, or other devices to connect to the Internet or communicate with one another without a wire*
a click away	*very close to*
stroll	*a relaxed walk in nature*
miss out	*to fail to enjoy something by not taking part in it*

TECHNOLOGY

COMPETENCES

technological and scientific competence
learning to learn
initiative
digital competence

Dialogue practice

3 Read the dialogue between Katie and her little brother. Then complete it with the words and phrases in the box.

buttons   store a lot of music
touchscreen   smartphone   iPod   apps

Tim What did you buy, Katie?

Katie I found this online shop that has everything! I got my new ^{1}______. Do you like it?

Tim Cool!

Katie Yes. It's really practical because it's so small and it can ^{2}__________.

Tim What else did you buy?

Katie Look at this. It's the best ^{3}__________!

Tim Really? It is quite big. Will you have room in your small bag for it?

Katie Sure. Look at the ^{4}__________. It's so elegant. Who needs to press ^{5}__________ when you have this?

Tim You bet! Now you have to download all the ^{6}__________.

Katie Just Facebook and WhatsApp for now.

Writing practice

4 Imagine you want to buy a new laptop. Write a short dialogue (10 lines) between you and the shop assistant, using the prompts below. Begin with *Hello* and end with *Thank you. Good-bye*.

Price	£350
Screen size	15.6 Inch
Camera	0.3 MP
RAM Memory	4 GB
Warranty	5 years

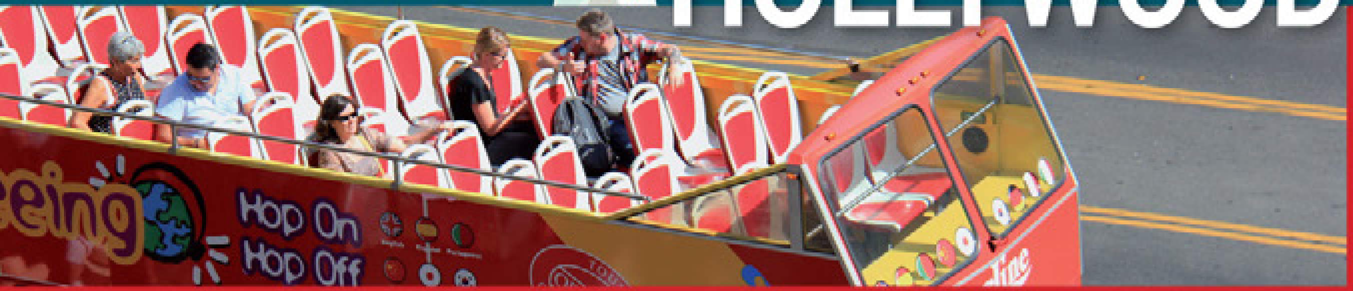
Oral presentation

5 In pairs, talk about the way in which you use technology and its advantages and disadvantages. Refer to:

1 your studies, e.g. homework, research, reading etc.;
2 your free time, e.g. communication, entertainment (watching films, series, listening to music, playing games etc.);
3 finding information.

A TRIP TO HOLLYWOOD

VIDEO



1 ______________________

When we think of Hollywood, we think of films – it's the centre of the American cinema industry.

Hollywood is a part of the city of Los Angeles in California. In 1870, it was a small town but by 1920 it was a big city with an important film industry. In 1911, the first film studios opened. These studios made silent films in black and white with stars such as Charlie Chaplin. The 1930s and 1940s were great years for Hollywood. Hollywood films were very popular in a lot of countries. The film studios made thousands of films and American actors and actresses became famous all over the world.

2 ______________________

A bus tour is a good way to start your visit to Hollywood. The bus takes you to all the famous places. You can see the famous Hollywood sign on the hills above the city, the beautiful houses of famous film stars, the film studios and music companies. Then the bus goes to Sunset Boulevard in the centre of Hollywood. You can see the Kodak Theatre. The Oscar ceremony is in this theatre every year.

3 ______________________

You can't go to Hollywood without a visit to a film studio! A day at the Universal Film Studios is a great day out. You see how they make films and learn more about all your favourite films. You can meet film characters and take photos of them and watch 3-D and 4-D films. Finally, you can have fun in the theme park.

4 ______________________

Next, walk along Hollywood Boulevard. This is a famous street in the centre of Hollywood. There are a lot of things to see and do here!

The Hollywood Walk of Fame is here. Look at the stars in the **pavement** and find the names of famous film actors from the past and present.

In the Hollywood Wax Museum you can see **wax statues** of glamorous film stars and also actors from your favourite films. The Chinese Theatre and the El Capitan Theatre are on opposite sides of the street. They are old movie theatres from the 1920s. Outside the Chinese Theatre you can put your foot in the **footprints** of famous actors and actresses. Then you can go inside and watch a movie.

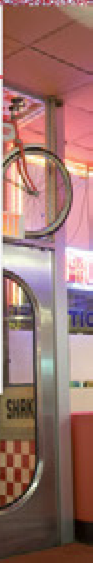
You're probably hungry now. There's a Soda Fountain Shop near the theatres. You can't buy a hot dog here but you can have a traditional ice-cream soda or a real American milkshake!

Glossary

pavement *a path with a hard surface on one or both sides of the road, that people walk on*

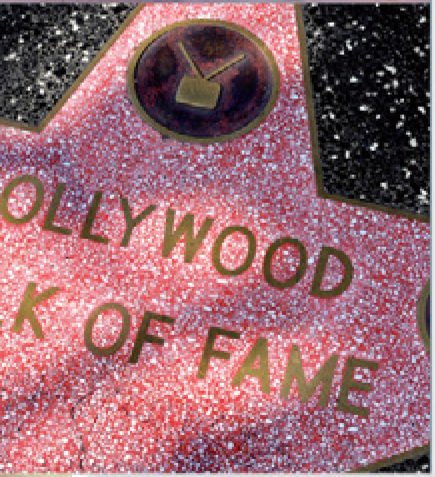
wax statues *sculptures made of wax*

footprints *the marks made by a person's foot*



Culture A

SEARCH



Reading

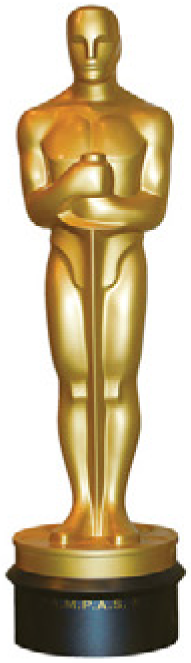
1 **BEFORE YOU READ** **What do you know about Hollywood?**

2 **Read and listen to the text, then match the titles (A–D) to the paragraphs (1–4).**

A Making films
B A busy street
C Hollywood history
D A tour of Hollywood

3 **COMPREHENSION** **Read the text again and choose the correct answer.**

1 They started to make films in Hollywood in
   A 1870.
   B 1940.
   C 1911.
2 The 1930s and 1940s in Hollywood were
   A famous for silent movies.
   B good years for the American film industry.
   C the start of the film industry.
3 On the bus tour, tourists can
   A see famous actors and actresses.
   B watch the Oscar ceremony.
   C see famous places in Hollywood.
4 You can learn about film-making at
   A Universal Studios.
   B the Chinese Theatre.
   C the Hollywood Walk of Fame.
5 The footprints of the stars are
   A outside the Chinese Theatre.
   B inside El Capitan Theatre.
   C inside the Hollywood Wax Museum.
6 You can buy a milkshake at
   A a hot-dog shop.
   B a soda fountain.
   C the theatre.



COMPETENCES

cultural awareness and expression
digital competence
initiative

Oral presentation

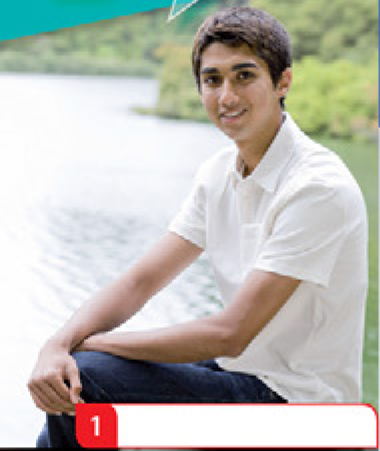
4 **The Italian film industry and Cinecittà studio were very important in the past. Search for information about this place on the Internet.**

- What it is
- Where it is
- What it is like today

5 **Present the information found about Cinecittà to your classmates. Organise it in two parts.**

- What it is and where it is
- What you can see and do there

The USA and the UK: MULTICULTURAL NATIONS


1

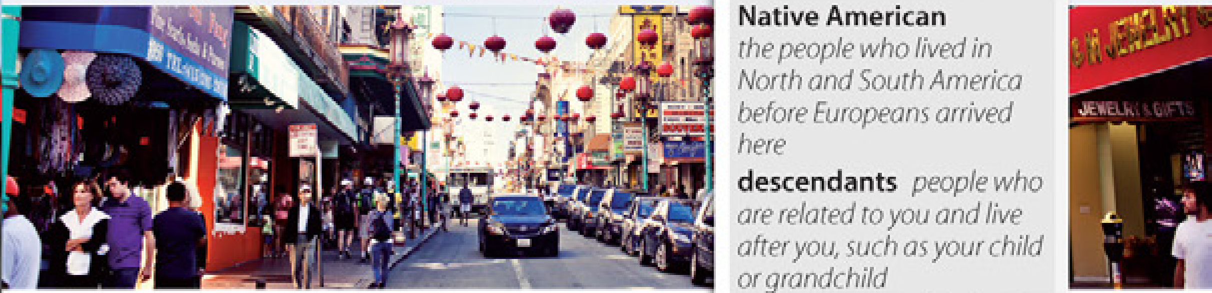
2

3

4

My name's Carey Chen. I'm 15, I'm not very tall. I've got long, straight hair and brown eyes. I'm American and I'm mixed race. My family comes from Asia but my great-grandmother was a **Native American** – I'm very **proud** of that! A lot of Americans are mixed race because we are the **descendants** of the immigrants that arrived in America during the 19th and 20th centuries. My dad's family came from China. His grandfather arrived in America in 1946 and met my great grandmother here. My mum's family were from China, Vietnam and Korea.

I'm Cameron Fischer. People say I look American – I'm tall, I've got blonde hair and blue eyes. I don't think there is a typical American because our **ancestors** came from Europe, Asia and Africa. I've got a German surname because my dad's family came from Germany to America in the 19th century. My mum's family came from England but I've got some Italian, Spanish and Irish ancestors, too. Last year, we did a project in my class on our families and we discovered we had ancestors from nearly every country in the world!



Glossary

Native American *the people who lived in North and South America before Europeans arrived here*

descendants *people who are related to you and live after you, such as your child or grandchild*

ancestors *people related to you who lived a long time ago*

settled *arrived from another country in a new place, and started to live there and use the land*

Reading

1 BEFORE YOU READ Have a discussion as a class. Where are you from? Where does your family come from?

2 Read and listen to the text. Write the names of the students under the pictures.

3 COMPREHENSION Read the text again and decide if the sentences are true (T) or false (F), or if the information is not given in the text (DS = doesn't say). Correct the false sentences.

	T	F	DS
1 One of Carey's ancestors was a Native American.	☐	☐	☐
2 All of Carey's family comes from China.	☐	☐	☐
3 Cameron can speak German.	☐	☐	☐
4 Cameron's got dark brown hair.	☐	☐	☐
5 Hassan's parents came to Britain from Pakistan.	☐	☐	☐
6 He can speak two languages.	☐	☐	☐
7 Layla comes from London.	☐	☐	☐
8 Layla visited the country her dad comes from last year.	☐	☐	☐
9 The first Europeans arrived in America in 1850.	☐	☐	☐
10 Only Europeans emigrated to the UK in the 20th century.	☐	☐	☐

My name's Hassan Khan. I'm a British Asian and I was born in England. I've got short black hair, dark brown eyes and dark skin. My grandparents came from Pakistan to Britain in the 1960s. I can speak two languages: Punjabi and English. I speak Punjabi with my Pakistani relatives and English at school with my friends. We live in Birmingham and there's a big British Asian community there. We celebrate Asian and British festivals. I'm proud of my two cultures!

I'm Layla Garvey. I've got long, curly brown hair and brown eyes and I'm quite tall. I'm from London and London is a really multicultural city! I'm mixed race. My mum's family is from London but my dad's family arrived in England from Jamaica in the 1950s. A lot of my friends are mixed race like me. Their ancestors came to London from all over the world – India, Italy, China, Africa, Greece and Turkey. We went on holiday to Jamaica last year. It was my first visit and it was really interesting to see where my dad's family lived many years ago.

THE HISTORY OF IMMIGRATION

USA

The first Europeans **settled** in America in the 17th century. For two hundred years slaves from Africa arrived in America and worked on farms. Between 1850-1930 millions of immigrants from Europe and Asia went to America to look for work and a better life.

UK

People from all of the countries of the British Empire started to emigrate to Britain in the 20th century. After World War 2 a lot of immigrants came to work in Britain. First, people from Poland and Italy arrived, then people from the Caribbean Islands, Asia and Africa. Immigrants are still arriving in the UK today.

Oral presentation

4 **In the 19th and 20th centuries, millions of Italians migrated all over the world. Search on the Internet and find out which were the countries they went to. Make a research to find out if you have any ancestors who migrated in the past. What countries did they go to?**

5 **Present the results of your research to your classmates.**

COMPETENCES

cultural awareness and expression
digital competence
initiative

C Culture

THREE GREAT AMERICAN CITIES

VIDEO

COMPETENCES

cultural awareness and expression
initiative
digital competence

Washington

THE FACTS

Washington DC is the capital city of the United States of America. It is in the north-east, in the District of Columbia, between the states of Maryland and Virginia. It became the capital city in 1800 and its name comes from George Washington, the first President of the USA.

WHAT TO SEE

Washington is the capital city so it has a lot of important national buildings and monuments. There are a lot of government buildings in Washington: the White House (the home of the President) and the US Capitol (the parliament). The National Mall is in the centre of Washington. It is an enormous park (3 km long) between the Potomac River and the Capitol. The Washington Memorial, in memory of George Washington, is also in the centre. There are memorials to great US Presidents, art galleries and museums along the National Mall. The Smithsonian Institution is there, too. One part looks like a castle! There are 19 museums and art galleries, research centres and a zoo in the Smithsonian Institution.

Glossary

settlers	*people who arrive, especially from another country, in a new place, in order to live there and use the land*
skyscrapers	*very tall buildings of many floors*
earthquake	*a sudden violent movement of the ground*
prison	*jail*

Reading

1 **BEFORE YOU READ** **What American cities do you know?**

2 **Read and listen to the texts. Name the city where you can find the following monuments (W = Washington, N = New York and S = San Francisco).**

1 ☐ The Capitol
2 ☐ The Golden Gate Bridge
3 ☐ The Statue of Liberty
4 ☐ Alcatraz Prison
5 ☐ The White House
6 ☐ The Empire State Building

3 **COMPREHENSION** **Read the texts again and answer the questions.**

1 When did Washington become the capital city of the USA?
2 Who was the first President of America?
3 What is the Capitol?
4 Where is New York?
5 What was the first name of New York?
6 What is New York famous for?
7 Which state is San Francisco in?
8 What can you see in San Francisco Bay?

New York

THE FACTS

New York is a very big city in the USA and it is one of the greatest cities of the world. It's on the east coast of the USA, in the state of New York, on the Hudson River. The city is on three islands: Manhattan, Staten and Long Island.

In 1626, Dutch **settlers** built a small town there and called it New Amsterdam. The name changed to New York in 1760 and it was the capital city of the state for five years (1785-1790). In the 19th and 20th centuries, millions of immigrants arrived in New York. The Statue of Liberty was the first thing they saw when they arrived in the USA. It was a symbol of freedom and democracy.

WHAT TO SEE

Go sightseeing in New York and visit all the places you see in films and on television! There's the Statue of Liberty, Brooklyn Bridge and Central Park. People say New York never sleeps. It's a busy city and there are a lot of things for tourists to do. New York is famous for its **skyscrapers**, so go to the top of the Empire State Building and look at them all. Or you can see an amazing show at a theatre on Broadway. There are a lot of world famous museums and galleries too, such as the Metropolitan Museum of Modern Art and the Guggenheim Museum.

San francisco

THE FACTS

San Francisco is a big city in the state of California, on the west coast of the USA. It's on the Pacific Ocean. Spanish settlers built the city in 1776 and gave it the name of St Francis of Assisi. In 1846 it became part of the United States. San Francisco was very important during the Gold Rush but in 1906 an **earthquake** destroyed the city. The people of San Francisco built their city again and during the 20th century it became very big. Today it's an important centre of culture, business and high technology.

WHAT TO SEE

San Francisco is on the coast so you can go on a boat trip round San Francisco Bay to see the Golden Gate Bridge and the famous **prison** of Alcatraz. The city is famous for its cable cars and these are a great way to visit San Francisco. The Golden Gate Park is near the bridge and China Town is great for shopping and restaurants. Don't forget the Fisherman's Wharf – there are shops, museums and some excellent fish restaurants there!

Oral presentation

4 **Search for information about an important city in your country on the Internet. Use the prompts below.**

- Where it is
- The important dates in its history
- What to see

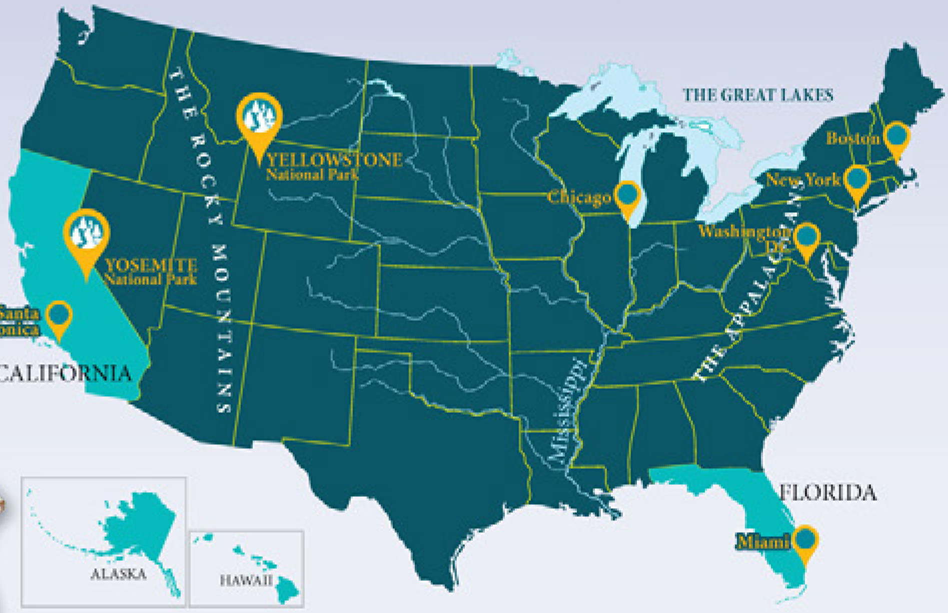
5 **Present the information found about the city to your classmates. Organise it in two parts.**

- The facts
- What to see

D Culture

AMERICA

The United States of America is a very big country but it isn't the biggest country in the world – both Russia and China are bigger. The USA is about 5,000 kilometres from coast to coast.


THE ROCKY MOUNTAINS
YELLOWSTONE National Park
THE GREAT LAKES
Boston
New York
Chicago
Washington DC
YOSEMITE National Park
Santa Monica
CALIFORNIA
Mississippi
THE APPALACHIAN
FLORIDA
Miami
ALASKA
HAWAII

The first Europeans settled in America on the east coast. After a few years, they started to travel west. They travelled on horses or in wagons. In the 19th century, the first railways appeared and people travelled by train. Then, in the 20th century, they built roads. People drove their cars across the USA. Route 66 was a famous road. It went from Chicago to Santa Monica in California. Now, people travel long distances by plane because it's quicker.

On a journey across the USA travellers see a lot of different landscapes: mountains, forests, **plains** and deserts. The east of the USA changes from north to south. The Great Lakes and Niagara Falls are on the **border** with Canada. The Appalachian mountains start in Canada and finish in the state of Georgia. There are enormous forests in these mountains. Florida, in the south, is very **flat**. There are a lot of very big, important cities in the east, such as New York, Boston, Washington DC and Miami, the biggest city in Florida.

Glossary

plains	*large areas of flat land*
border	*a line separating two countries*
flat	*(of land) without hills*
waterfall	*water dropping from a higher to a lower point, sometimes from a great height*

Reading

1 BEFORE YOU READ What do you know about the geography of the United States of America?

2 Read and listen to the text. Then match the following places (1–6) to the areas (A–F) where they are located in the United States of America.

1 ☐ Niagara Falls
2 ☐ the Appalachian Mountains
3 ☐ the Great Plains
4 ☐ Mount McKinley
5 ☐ Death Valley
6 ☐ Yellowstone National Park

A the centre of the USA
B the Rocky Mountains
C the east of the USA
D Alaska
E the border with Canada
F California

COMPETENCES

cultural awareness and expression
initiative
digital competence

COAST TO COAST

The centre of the USA is very flat. The area between the Rocky Mountains and the Mississippi River is called the Great Plains. The Mississippi River is the longest river in the USA.

The west of the USA is a land of extremes. There's an Arctic landscape in Alaska and there are deserts in California. The tallest mountain in the USA, Mount McKinley (6,198 m), is in Alaska. The lowest point is in Death Valley in California. Death Valley is also the hottest place in the USA and the driest – it doesn't often rain there.

The west also has some of the most amazing natural features in the USA. The Rocky Mountains are in the west. They start in Canada and finish near the border with Mexico. They are 4,830 kilometres long. Yellowstone National Park is in the Rockies. It is the oldest national park in the USA. In fact it was the first national park in the world. Yellowstone is an amazing place because it's on an enormous volcano! Then, there's the Grand Canyon in a desert in Arizona. It's 29 kilometres long and it's 18 kilometres wide at its widest point! Further west, Yosemite National Park is in the Sierra Nevada mountains. It has some of the oldest and biggest trees on Earth. Some of the sequoia trees are thousands of years old. El Capitan, one of the largest rocks in the world, is in Yosemite, too. It's one of the most difficult rocks in the world to climb! Ribbon Falls on El Capitan is the tallest **waterfall** in the USA – it's taller than Niagara Falls.

And we mustn't forget Hawaii! That's in the west, too. It's a group of 132 islands in the Pacific Ocean and it's a state of the USA.

3 **COMPREHENSION** **Correct the sentences.**

1 The USA is the biggest country in the world.
2 Route 66 went from New York to Los Angeles.
3 There aren't any trees in the Appalachian Mountains.
4 Florida is in the north-east of the USA.
5 The Mississippi is the shortest river in the USA.
6 Alaska is hotter than Death Valley.
7 The Rocky Mountains are in Mexico.
8 Yosemite National Park is older than Yellowstone National Park.
9 Niagara Falls is the tallest waterfall in the USA.
10 Hawaii is an island.

Oral presentation

4 **Do some research on the Internet about different Romanian landscapes. Search for information about mountains, lakes, rivers, plains and delta. Organise your research into three parts.**

- North
- Centre
- South

5 **Present the results of your research to your classmates describing the main features of the Romanian landscapes.**

A Festivals

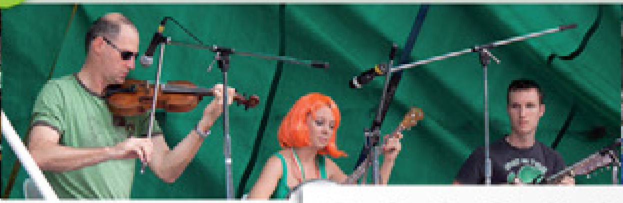
ST PATRICK'S DAY

In Ireland, March 17th is an important day: it's St Patrick's Day! St Patrick is the patron saint of Ireland and 17th March is the day he died. St Patrick's Day is also celebrated around the world by the descendants of Irish emigrants. In fact, millions of Irish people left Ireland in the 19th and 20th centuries.

Who was St Patrick? He was born in Wales in about 400 **AD**. Pirates took him to Ireland when he was a young man. He was a slave and during this time he became a Christian. After six years, he **escaped** and returned to Britain. Later, he went back to Ireland as a missionary. Legends say St Patrick sent the snakes into the sea and that is why there are no snakes in Ireland.

St Patrick's Day is a celebration of Irish culture. People do traditional Irish dancing and they play Irish music. There are parades in the streets and people wear green clothes and colour their faces and hair green, too. In the evening famous buildings are illuminated with green light.

Today St Patrick's Day is celebrated in many countries all over the world. The biggest St Patrick's Day Parade isn't in Dublin, but in New York! And in Chicago, they colour the Chicago River green on 17th March. In Sydney in Australia, Toronto in Canada and Buenos Aires in Argentina there are St Patrick's Day celebrations, too.



Glossary

AD	*(Anno Domini) a Latin phrase referring to a year after Jesus Christ was born*
escaped	*got free*

Reading

1 **Do you have a patron saint of your city? Who is it? What day do you celebrate the saint's day?**

2 **COMPREHENSION Read and listen to the text. Decide if the sentences are true (T) or false (F), or if the information is not given in the text (DS = doesn't say). Correct the false sentences.**

	T	F	DS
1 Only people in Ireland celebrate St Patrick's Day.	☐	☐	☐
2 St Patrick was born in Ireland on 17th March.	☐	☐	☐
3 St Patrick introduced snakes to Ireland.	☐	☐	☐
4 There are many traditional cultural events on St Patrick's Day.	☐	☐	☐
5 Green is the traditional			

PROJECT PATRON SAINTS

1 **Do some research on the Internet about the patron saint of your city.**

- When he / she lived
- Important events in his / her life
- Celebrations on the saint's day: food, parades, clothes, music

2 **Write a short text about the patron saint of your city, using the information you found. Include the following points:**

- Information about the saint
- How people celebrate the saint's day

THANKSGIVING

A ____________________

Americans celebrate Thanksgiving Day on the fourth Thursday of November. It was originally a celebration to give thanks for a good **harvest**. The first Thanksgiving celebration was in 1621. About one hundred English men, women and children sailed to America on the ship *The Mayflower* in 1620. Life was very difficult at first and a lot of them died. The local Native Americans were friendly and they taught them how to **grow** and cook new types of food. In the autumn, the settlers celebrated their first year in their new country. They invited the Native Americans to their celebration because they wanted to thank them. They cooked a big meal with local food and the first Thanksgiving lasted three days. In 1863, President Abraham Lincoln made Thanksgiving Day in November a national holiday.

B ____________________

Thanksgiving Day is a time for families to get together. In my family our Thanksgiving dinner consists entirely of American food, so there's a big roast turkey, sweet potatoes, cornbread and cranberry sauce and for dessert we have pumpkin pie.

After dinner we all watch the Thanksgiving Day Parade in New York on the television.

C ____________________

A few days before Thanksgiving, there's a funny ceremony at the White House. The President officially **pardons** a turkey! The lucky turkey goes to live on a farm for the rest of its life! The day after Thanksgiving Day is called Black Friday. It's the start of the Christmas shopping season. The shops are full of people buying Christmas presents for their family and friends.

Glossary

harvest	*the time of year when crops are cut and collected from the fields*
grow	*prepare the land for plants to develop*
pardons	*the actions of forgiving or having mercy on someone*

Reading

1 **Read and listen to the text. Match the titles below to the paragraphs (A, B and C).**

1 Family celebrations
2 Other traditions
3 The first Thanksgiving

2 **COMPREHENSION Read the text again and answer the questions.**

1 When is Thanksgiving Day?
2 What did the first Thanksgiving celebrate?
3 What food did they eat?
4 What does Bonnie's family eat for Thanksgiving dinner?
5 Who pardons the turkey at the White House ceremony?
6 When is Black Friday?

PROJECT CELEBRATION FOOD

1 **Do some research on the Internet about a festival in your country.**

- How did the festival start?
- What special food do people eat?
- How do people celebrate the festival?

2 **Write a letter to your pen pal Bonnie inviting her to the festival. Use the information you found and the prompts below.**

- The name of the festival
- When it is
- How it started
- What people do
- What special food people eat

3 Project time!

MEETING MY FAVOURITE ACTOR

You will work in pairs on a project that will be great fun! Imagine you are a reporter and you have the chance of a lifetime: to interview your favourite actor.

You will:

- talk about your favourite actor;
- prepare an interview with your favourite actor;
- write a short play and act it out;
- find pictures and information about your favourite actor;
- make a poster;
- present the poster.

Warm-up

1 In pairs, ask and answer the following questions:

1 Have you ever met any famous actors? When and where? If you haven't, would you like to meet them? Why (not)?
2 Who is your favourite actor?
3 What do you think your favourite actor's home looks like?
4 What would you ask your favourite actor?
5 Imagine one day in your favourite actor's life. What would it be like?

Prepare

2 Together with your partner, choose one actor that you would both like to meet. Who is it?

3 Now, with your partner, prepare an interview with the chosen actor. Think of five questions to ask. Use the suggestions below:

- When and where was the actor born?
- What kind of films is the actor famous for?
- What daily activities and free time activities does the actor carry out when they are not making films?
- Does the actor have a family? (Describe their family.)
- What does their dream home look like?

4 Together, act out the interview you prepared in exercise 3. One person will be the actor and the other person will be the reporter. The reporter will ask the questions and the actor will answer them.

Project time!

5 Now prepare a short play together (2–3 minutes long) to illustrate a day in your favourite actor's life. Follow the steps:

- Write the script.
- Learn your lines.
- Think about the costumes and props.
- Act out the play in front of your classmates.
- Try to make it as funny as you can.

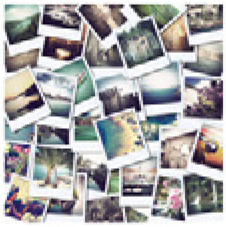
Poster time!

6 Now make a poster about your favourite actor's home, life and performances or films. Look for pictures and information on the Internet. Make notes on the information you find and print out some pictures.

bring

☐ a large sheet of cardboard

☐ coloured papers



☐ pictures

☐ coloured pencils / crayons

☐ markers

☐ glue

☐ scissors

7 Present the poster in front of your classmates.

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- conduct an interview based on your research of a topic.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

4 Project time!

LIFELINES

You will work in groups of four on a project that will be great fun! Think about the most important moments in your life. Make notes about the memories you think of. You will later include some of this information in your lifeline.

You will:

- talk about important moments in your life;
- choose stories, photos, objects and drawings that represent important moments in your life;
- make a poster to illustrate your memories;
- present the poster to your classmates;
- display all the posters in a class exhibition;
- ask and answer questions about the posters;
- compare the posters;
- choose the most impressive poster.

Warm-up

1 With your teachers and classmates, think about important moments in your life that you would include in your lifeline. Answer the following questions:

1 What is your best memory from kindergarten?
2 What was your first day of school like?
3 Where did you spend your first holiday? What interesting things do you remember about it?
4 How would you describe your primary school teacher?
5 Who is your best friend and why? Have you known each other for a long time?
6 Do you remember your first Christmas? What was it like?
7 What is the nicest birthday present you ever got? Who was it from?

Prepare

2 In groups of four, share your most important memories and write them down. Each person then puts their own information in chronological order to make a lifeline.

3 At home, look for photos and objects or make drawings and match them to each memory in your lifeline. Write a short description to say what each photo, object and drawing means to you.

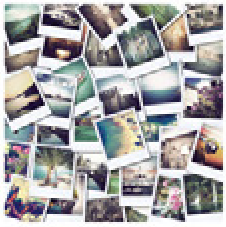
Project time!

4 **In groups of four, draw a sketch of a poster which includes a lifeline for each member of the group.**

bring

☐ a large sheet of cardboard

☐ coloured papers



☐ pictures

☐ coloured pencils / crayons

☐ markers

☐ glue

☐ scissors

Poster time!

5 **Now make your poster using all the materials you collected. Present it in front of your classmates.**

6 **Display your posters in a class exhibition. Ask and answer questions about what you see. Compare the posters and choose the most impressive one.**

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

5 Project time!

A TRAVEL BROCHURE: VISIT A FAMOUS PLACE

You will work in groups of four on a project that will be great fun! Make an exciting travel brochure of a place that you would like your classmates to visit.

You will:

- talk about places you have visited;
- choose an interesting place you would like your classmates to visit;
- search for photos and information about the place;
- make a travel brochure about this place;
- present your brochure;
- compare your brochure to your classmates' brochures;
- choose the most interesting three brochures;
- display all the brochures in a library exhibition.

Warm-up

1 In pairs, ask and answer the following questions:

1 Where did you go on holiday last summer?
2 Who did you go with (parents, friends etc.)?
3 Why did you decide to go to this place?
4 What kind of brochures, travel guides, books or ads did you study before travelling?
5 Were they useful?

2 Look and read the brochure about a famous castle in Romania (page 149). Answer the questions:

1 Who built the castle?
2 How many rooms has the castle got?

Prepare

3 Work in groups of four. Together, think of interesting places to visit like the castle in the brochure. Choose one place that you think is the most interesting and that you would like your classmates to visit.

4 Use the Internet to search for information, photos and maps of the place. You can also use travel brochures. Make notes on the information you need for your travel brochure. Include the following points:

- location (including a map);
- transportation;
- interesting facts about the place (history; geography; architecture, etc.);
- a short description of the place;
- information about opening and closing times;
- ticket prices;
- pictures;
- additional information.

Poster time!

5 Now make a poster-sized travel brochure. Present it in front of your classmates. Try to convince them to visit the place you chose.

6 Compare the brochures and choose the three most interesting ones. Display all the brochures in the school library.

bring a large sheet of cardboard, coloured papers, pictures, coloured pencils / crayons, markers, glue, scissors

Check your results!

Through this activity you will:

- carry out research to learn how to make a travel brochure.
- think critically about details when writing a text.
- create a travel brochure using research skills and attention to detail.

EXPLORE TRANSYLVANIA:
HUNEDOARA CITY
VISIT THE HUNYADI CASTLE

HOW TO GET THERE

You can get to the castle by: 🚌 🚗 🚆

It's easy to find thanks to the numerous indicators.

FACTS ABOUT THE CASTLE

The Hunyadi Castle, also known as the Corvinus Castle is one of the most beautiful places to visit in the heart of Transylvania and one of the biggest castles in Europe. Its history dates back to the 15th century, when the military leader John Hunyadi decided to build this massive gothic structure as a military point and also as a home.

The Hunyadi Castle has 42 rooms, 2 bridges and 3 large areas: the Knight's Hall, the Council's Hall and the circular stairway. A painting inside the castle shows the legendary raven which appears on the family coat of arms and which gave the name of John Hunyadi's successor, Matthias Corvinus (from *corvus* which means *raven* in Latin). It is said that Vlad the Impaler was held as a prisoner in this castle.

additional information

Open daily: 10:30 am – 8:30 pm on Monday
9:00 am – 8:30 pm from Tuesday to Sunday
Standard ticket price: €5

6 Project time!

VISIT A CITY OF THE FUTURE

You will work in groups of four on a project that will be great fun! You will design your own city of the future and choose four of the most interesting places to visit there. You will make a poster to show what your city of the future looks like and present it in front of your classmates.

You will:

- talk about what you think the city of the future looks like;
- make a poster showing your city of the future;
- talk about places you can visit in your city of the future;
- present the poster in front of your classmates;
- display all the posters in a class exhibition;
- ask and answer questions about the posters.

Warm-up

1 In pairs, answer the following questions:

1. Have you ever imagined a city of the future?
2. What do you think a city of the future looks like?
3. How do you travel in your city of the future? What means of transport can you use?
4. What places can you visit in the city of the future?
5. What can you do there in your free time?
6. What are the schools like in the city of the future?

Prepare

2 Work in groups of four. Agree on what your city of the future looks like, making notes about the places people can see or visit. Draw or print out the map of your city.

3 Use the Internet to look for pictures or make your own drawings to show what interesting places you can visit in your city of the future. Write a short description for each picture or drawing.

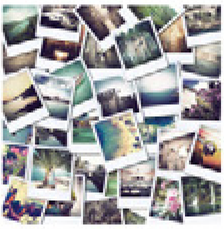
Project time!

4 **In your group of four, draw a sketch of your city of the future.**

bring

☐ a large sheet of cardboard

☐ coloured papers



☐ pictures

☐ coloured pencils / crayons

☐ markers

☐ glue

☐ scissors

Poster time!

5 **Now make your poster using the materials you collected. Present it in front of your classmates. Each of the four group members will talk about one of the interesting places you can visit in your city.**

6 **Display your posters in a class exhibition. Ask and answer questions about what you see.**

Check your results!

Through this activity you will:

- learn how to search for information to be a good travel guide and make your own presentation.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- give your opinion and express your feelings about an event.

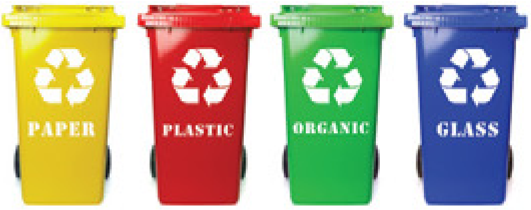
7 Project time!

BE ECO-FRIENDLY!

You will work in groups of four on a project that will be great fun! Imagine you work as environmentalists (people who are interested in the environment and who are trying to protect it from being damaged by human activities). You will enter a poster in a competition. The poster will present an environmental problem in the area where you live, and it will suggest two solutions to the problem.

You will:

- think about different environmental problems and place them in the correct category;
- find solutions to protect the environment and save the planet;
- make a poster for a competition, presenting an environmental problem in your area and suggesting two solutions to it;
- present the poster;
- answer questions about your poster;
- ask questions about the information on the other posters.

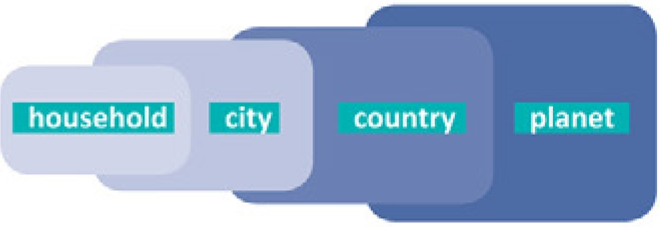


Warm-up

1 In pairs, ask and answer the following questions:

1 What are, in your opinion, the most important environmental problems the world is facing today?
2 Think of six environmental problems in the area where you live.
3 Can you think of solutions to these problems? Name actions you could take that are good for the environment.
4 Think of objects that can be reused or recycled. Put them in the correct category above.
5 Do you know any environmental organisations? Search for information on the Internet and discuss with your teacher and classmates.

2 With your teacher and classmates, brainstorm environmental problems that are present around the world, in your country and in your local area. Use the categories and prompts below.



pollution radiation toxic waste detergents litter fumes
acid rain global warming endangered species death of the forests

Project time!

Prepare

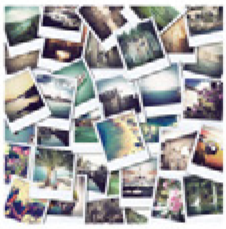
3 Split into groups of four. Each group is given one of the local environmental problems identified in exercise 2. Make a poster to present this problem and suggest two solutions to it.

1. Search for photos or drawings showing the environmental problem present in your local area. Write a short text to describe each picture or drawing.
2. Draw a sketch of your project: how do you want to organise it?

bring

☐ a large sheet of cardboard

☐ coloured papers



☐ pictures

☐ coloured pencils / crayons

☐ markers

☐ glue

☐ scissors

Poster time!

4 Now make your poster using all the materials you collected. Present it in front of your classmates then ask and answer questions about what you see.

5 Which poster illustrates the problem better? Which poster suggests the best solutions?

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

8 Project time!

DISCOVER THE AMAZON RAINFOREST

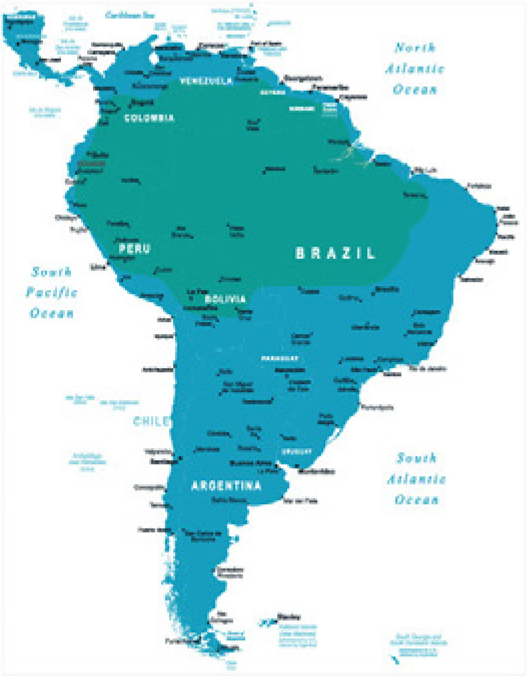
You will work in groups of four on a project that will be great fun! Imagine you want to go on an adventure trip to explore and learn how to survive in nature. The first thing to do is find out more about the place you are going to: the Amazon rainforest. Then you will register for the trip. Lastly, you will decide what to take with you on this trip and make a poster for a survival kit.

You will:

- complete a fact file about the Amazon rainforest after carrying out research;
- make a quiz based on the information you collect;
- do a quiz created by another pair;
- fill in a registration form to join an adventure trip group;
- make a poster for a survival kit to take to the Amazon;
- present the poster;
- write a diary entry for your first day in the rainforest.

Warm-up

1 In pairs, search for information about the Amazon rainforest using the Internet, books, encyclopedias or magazines. Read the following *fact file* and complete it with five more interesting facts about the topic.



Did you know?

1 A rainforest is a forest with a great variety of animal and plant species. It is found in tropical areas that receive a lot of rain.

2 The Amazon river area contains the world's largest tropical rainforest, known as the Amazon rainforest or the Amazon jungle.

3 The Amazon rainforest covers a large part of the South American continent: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana.

4 It is considered to be 'the lungs of the earth' because its vegetation takes the carbon dioxide from the air and releases oxygen instead. 20% of the world's amount of oxygen is actually produced here.

5 The Amazon rainforest has around 40,000 plant species, 1,300 bird species and 2.5 million different insects.

6 ______________________________

7 ______________________________

8 ______________________________

9 ______________________________

10 ______________________________

Project time!

2 With your partner, create a ten-question quiz using the information in exercise 1. Add two possible answers to choose from for each of the questions.

3 Exchange quizzes with another pair. See it you can answer all their questions correctly and if they can answer yours. How many answers did the other pair get right?

Prepare

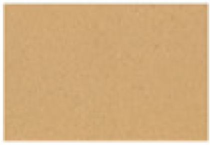
4 Work in groups of four. You want to join the group *Explore and learn* that organises trips to the Amazon rainforest. Fill in a registration form.

Explore and learn
Hiking and survival techniques
Registration form

- NAME: _ _ _ _ _ _ _ _
- COUNTRY: _ _ _ _ _ _
- SURNAME: _ _ _ _ _ _
- CITY: _ _ _ _ _ _ _ _ _ _
- AGE: _ _ _ _ _ _ _ _ _ _
- NATIONALITY: _ _ _ _ _
- SCHOOL: _ _ _ _ _ _ _
- PHONE: _ _ _ _ _ _ _ _
- EMAIL: _ _ _ _ _ _ _ _ _ _

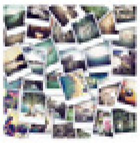
5 Now that you are ready to go to the Amazon rainforest, you must choose which objects you can take with you in your survival kit. At home, search for pictures and find information about the name and use of each object.

bring



☐ a large sheet of cardboard

☐ coloured papers



☐ pictures

☐ coloured pencils / crayons

☐ markers

☐ glue

☐ scissors

Poster time!

6 Now make your poster for your survival kit using the materials you collected. Present it in front of your classmates. Then ask and answer questions about what you see. Which survival kit do you think is the most useful? Why?

Follow-up

7 Write a diary entry for your first day in the Amazon rainforest. Describe how you felt in the rainforest, what you did and what you saw there.

Check your results!

Through this activity you will:

- practise giving your opinion on a topic.
- make a quiz based on research.
- think critically about details when writing a text.
- develop your creativity by practising oral and written skills.
- create a poster by combining visual and written materials.

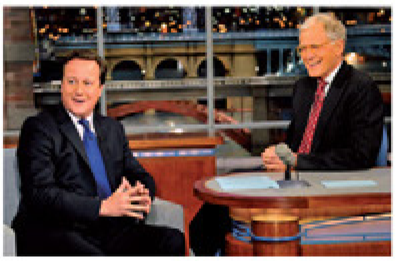
1 Word bank

TV programmes

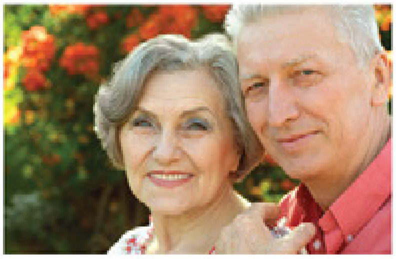
1 **Write the names of the TV programmes under the correct pictures. Listen and check. Then listen again and repeat.**

reality show   sports programme   sitcom   documentary
~~quiz show~~   soap opera   the news   detective series   chat show

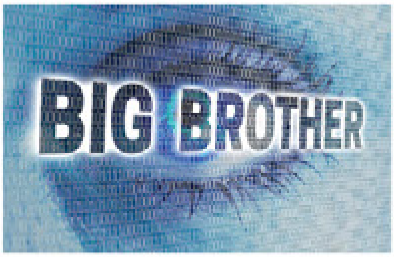
1 *quiz show*



2 ____________________



3 ____________________



4 ____________________

5 ____________________

6 ____________________

7 ____________________

8 ____________________

9 ____________________

2 **Give points to each TV programme in exercise 1 based on your own scoring (1 = love, 2 = like, 3 = don't mind, 4 = don't like, 5 = hate). Then compare your choices with three partners.**

	ME	Matt	Sarah	James
Sport programmes	1	1	5	1
Documentaries	1	4	4	2

3 **GROUPWORK** **Tell the class about your results in exercise 2.**

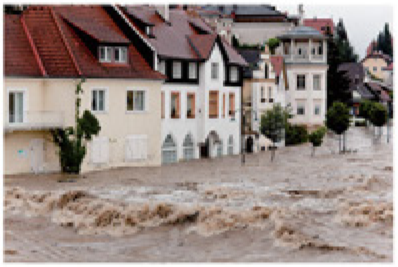
Three of us love sports programmes.
Two of us don't like documentaries.

Student's book pp. 10–11

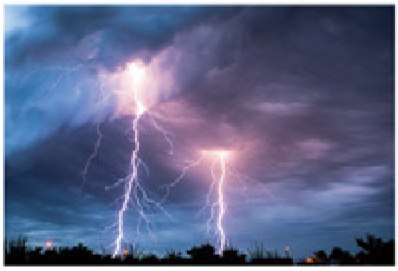
Extreme weather and natural disasters

1 **Write the weather and natural disasters words under the pictures. Listen and check. Then listen again and repeat.**

hurricane forest fire earthquake ~~flood~~ landslide drought
tsunami volcanic eruption avalanche thunderstorm blizzard tornado



1 *flood*



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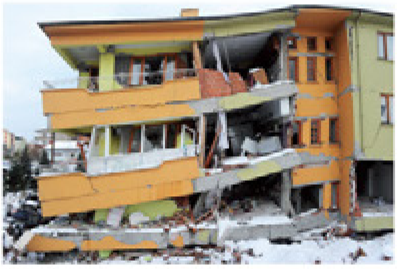

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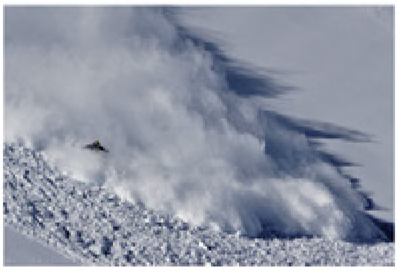

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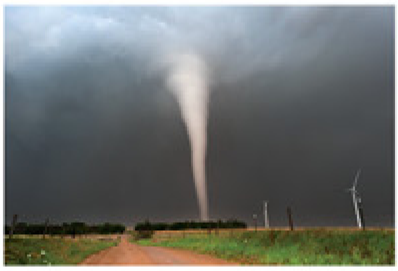

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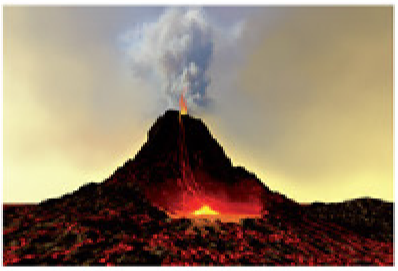

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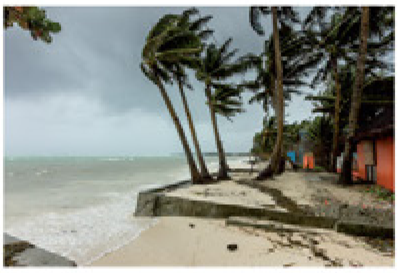

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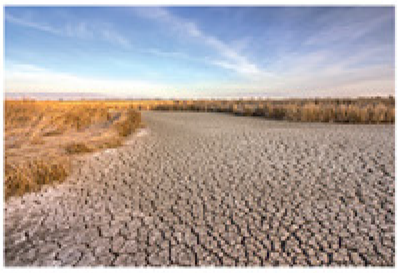

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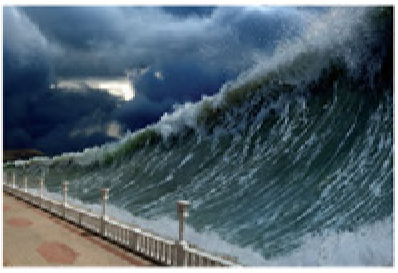

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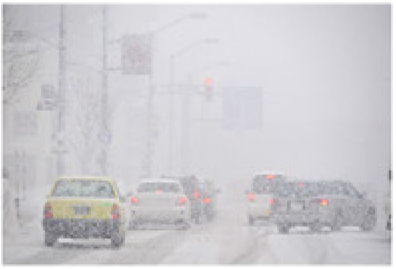

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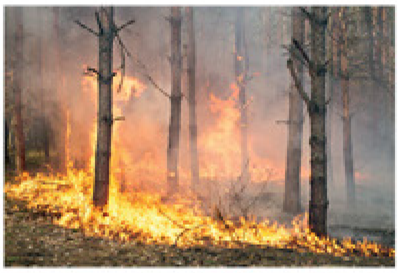

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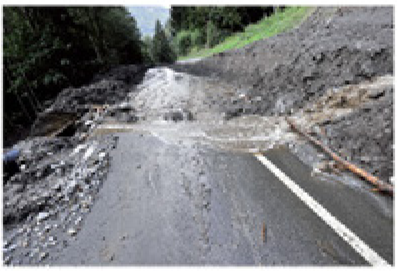


12 ______________

2 **PAIRWORK** **Discuss the questions with your partner.**

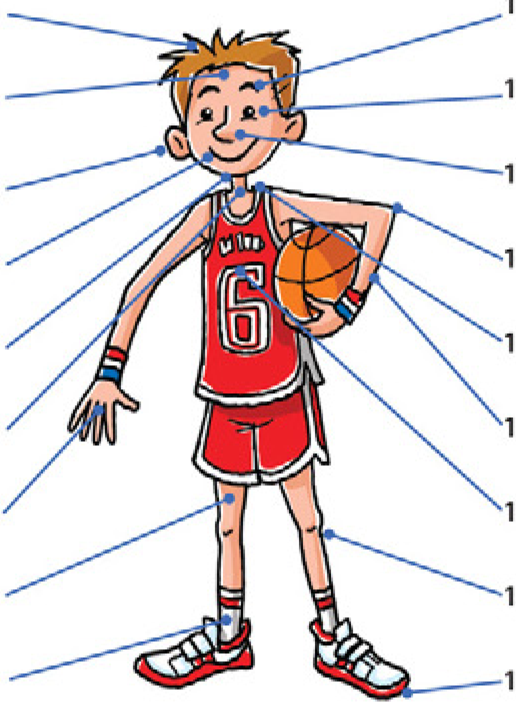
1 Can you think of an example of each extreme weather condition or natural disaster?
2 Where and when did they happen?
3 Describe what happened to the people or places where the event took place.

Student's book pp. 22–23

3 Word bank

Parts of the body

1 **Write the names of the body parts in the correct spaces. Listen and check. Then listen again and repeat.**

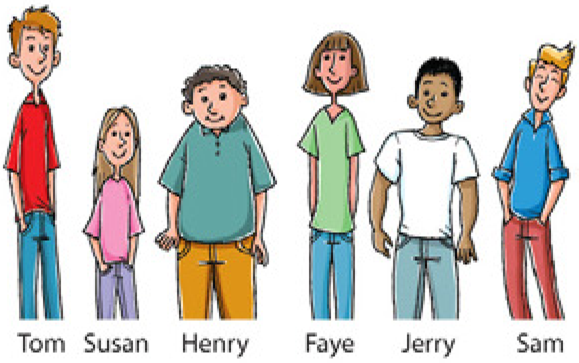


1 head
2 ________
3 ________
4 ________
5 ________
6 ________
7 ________
8 ________
9 ________
10 ________
11 ________
12 ________
13 ________
14 ________
15 ________
16 ________
17 ________
18 ________

knee
chest
mouth
ankle
forehead
elbow
ear
eye
nose
arm
~~head~~
neck
eyebrow
shoulder
chin
leg
foot
hand

2 **Look at the pictures and complete the sentences with the words in the box. You are given the first letter for each missing word. Listen and check. Then listen again and repeat.**

stocky ~~tall~~ slim short good-looking plump



1 Tom is tall________.
2 Susan is s________.
3 Henry is p________.
4 Faye is s________.
5 Jerry is s________.
6 Sam is g________.

3 **PAIRWORK** **In turns, describe yourselves saying things that are true or false about you. Your partners correct you.**

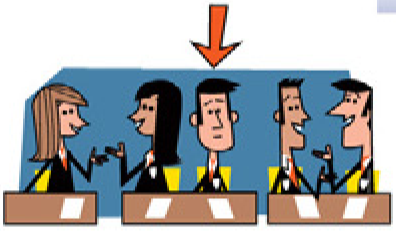
A I'm tall.
B True.

Student's book pp. 36–37

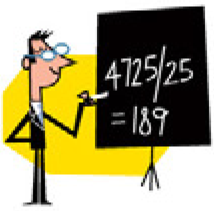
Adjectives of personality

1 **Write the adjectives under the pictures. Listen and check. Then listen again and repeat.**

brave shy clever funny serious calm
nervous kind ~~quiet~~ friendly



1 quiet



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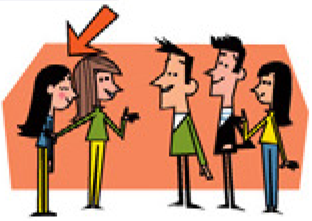

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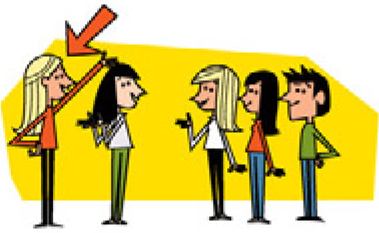

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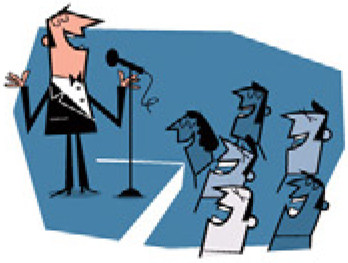

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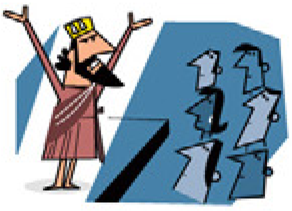

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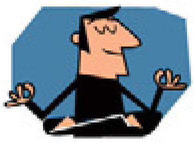

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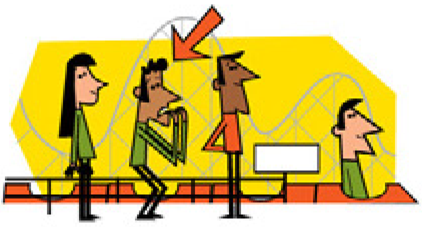

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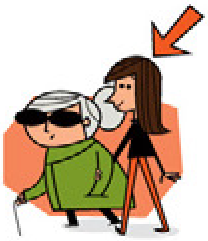

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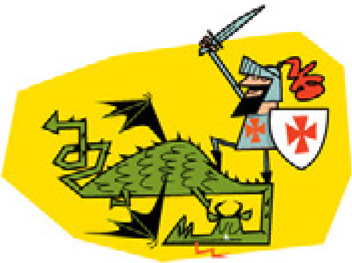


10 ______________

2 **Look at the two photos. How do you think the two teenagers are? Describe their character using adjectives of personality.**

She's friendly and kind …

3 **PAIRWORK** **Compare your descriptions to a partner's. Do you agree?**

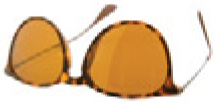
Anna thinks the girl is friendly and funny, but I think she's shy.

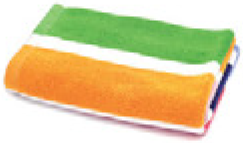
5 Word bank

Holiday things

1 Write the names of the objects under the pictures. Listen and check. Then listen again and repeat.

~~sunglasses~~ passport camera flip flops backpack towel
sun cream sun hat suitcase swimsuit map goggles


1 sunglasses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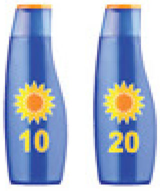

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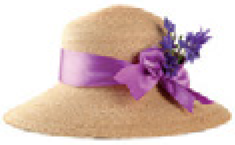
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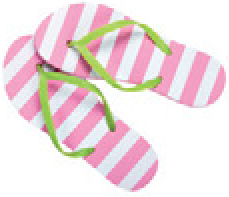
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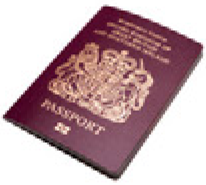

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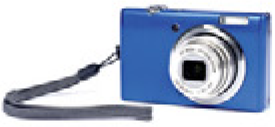
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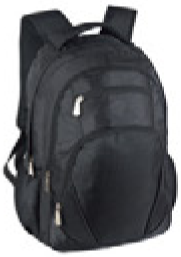
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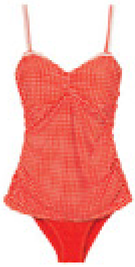
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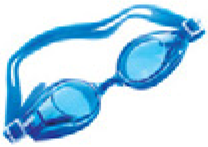
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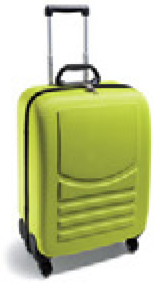
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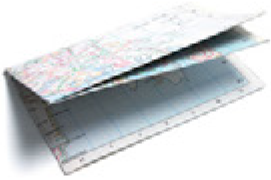

12 ________

2 Complete the definitions with the words in exercise 1.

You wear a swimsuit for swimming.

1 ________ help you to see under the water.
2 A ________ keeps the sun off your head.
3 ________ are comfortable shoes for the beach.
4 You need a ________ to travel to another country.
5 A ________ helps you to find the places you want to go.
6 You need a ________ to get dry after swimming.

3 **GROUPWORK** In groups, play a memory game: each member names two objects that he / she took on holiday, and then repeats the words already mentioned by the others. Do you remember all the words? Compare your descriptions to a partner's. Do you agree?

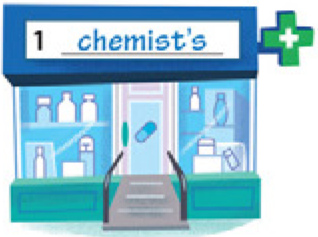
A I took a swimsuit and a towel.
B I took a swimsuit, a towel, flip flops and sunglasses.

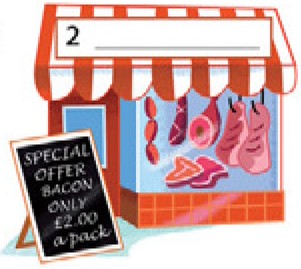
Student's book pp. 62–63

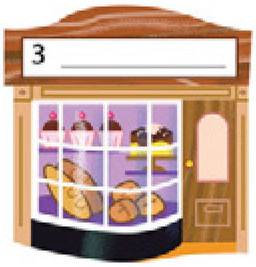
Shops and services

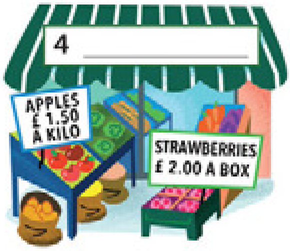
1 **Write the names of the shops under the pictures. Listen and check. Then listen again and repeat.**

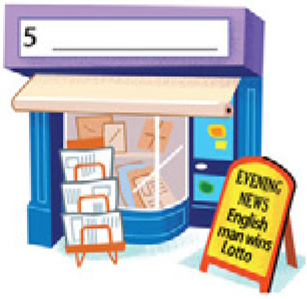
newsagent's baker's butcher's bookshop
~~chemist's~~ greengrocer's fishmonger's florist's




2
SPECIAL OFFER BACON ONLY £2.00 a pack




4
APPLES £ 1.50 A KILO
STRAWBERRIES £ 2.00 A BOX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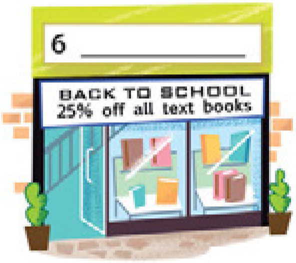
EVENING NEWS English man wins Lotto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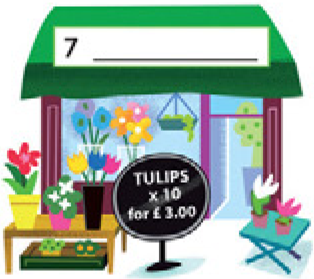
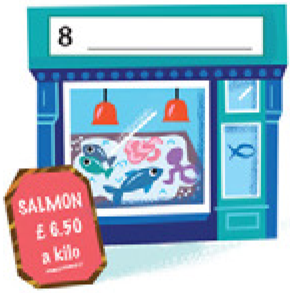
BACK TO SCHOOL 25% off all text books


7
TULIPS x 10 for £ 3.00

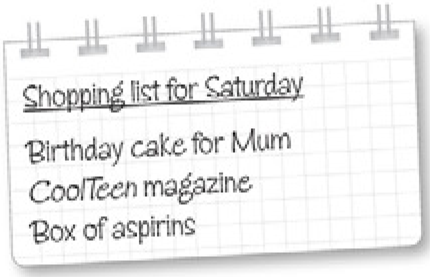

8
SALMON £ 6.50 a kilo

2 **What do you buy from the shops in exercise 1? Complete the sentences using the words in the box and the names of the shops. Listen and check. Then listen again and repeat.**

flowers ~~bread~~ meat plants sausages ~~cakes~~ medicines fish

0 You buy _bread_ and _cakes_ at a _baker's_ .
1 You buy newspapers and magazines at a __________ .
2 You buy __________ and __________ at a butcher's.
3 You buy vegetables and fruit at a __________ .
4 You buy __________ and __________ at a florist's.
5 You buy __________ at a fishmonger's.
6 You buy __________ at a chemist's.

3 **PAIRWORK** **In pairs, write a list of things you can buy from the shops in exercise 1. Exchange lists and say the shops where you can buy the things mentioned by your classmates.**



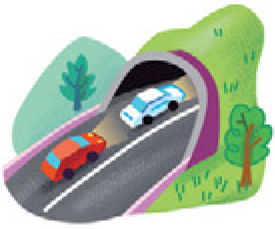
Shopping list for Saturday
Birthday cake for Mum
CoolTeen magazine
Box of aspirins

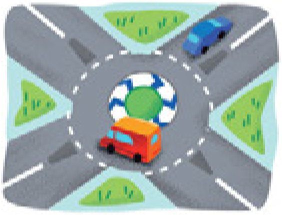
I can buy the cake at the baker's …

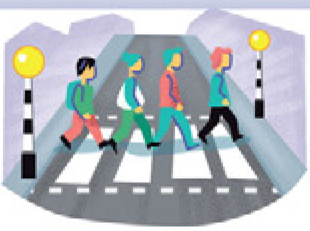
Giving directions

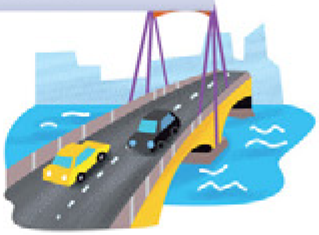
1 Write the words under the pictures. Listen and check. Then listen again and repeat.

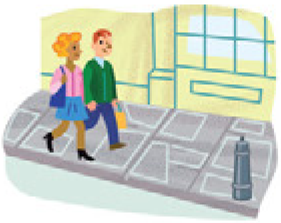
traffic lights bridge pavement crossroads corner roundabout zebra crossing ~~tunnel~~

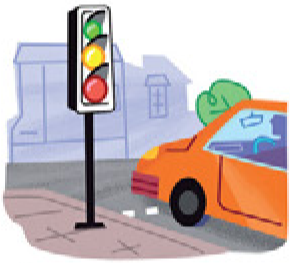

1 ___tunnel___

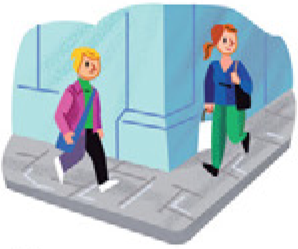

2 ______________

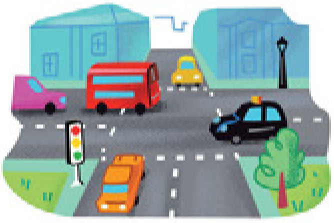

3 ______________


4 ______________

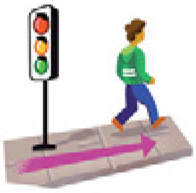

5 ______________

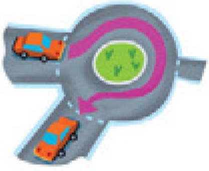

6 ______________

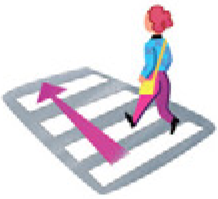

7 ______________

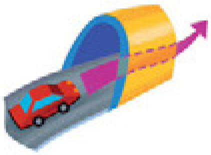

8 ______________

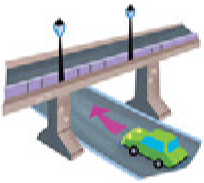
2 Fill in the missing letters for each word. Listen and check. Then listen again and repeat.


1 past / a_o_g


2 ro_ _d


3 a_r_ss


4 th_ou_h


5 u_de_

3 Look at the pictures in exercise 2 and complete the directions using the words in the box.

~~past~~ round across through under along

0 You go ___past___ the traffic lights.
1 You walk ____________ a zebra crossing.
2 You drive ____________ a roundabout.
3 You go ____________ a bridge.
4 You drive ____________ a tunnel.
5 You walk ____________ a pavement.

4 Write sentences about the places in exercise 1 that you can find in your town.

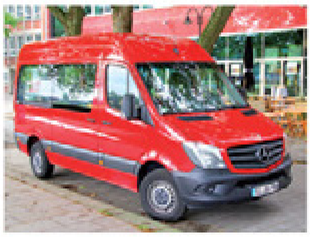
There's a roundabout near my school.

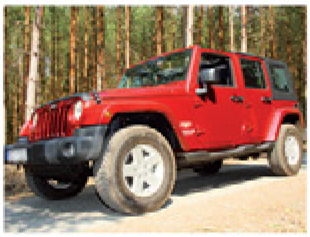
Student's book pp. 74–75

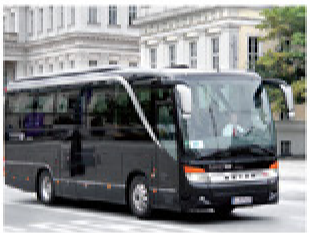
Word bank 7

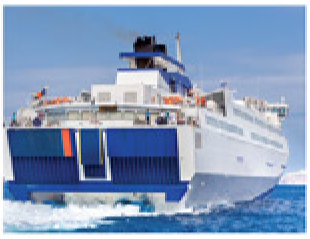
Travel and transport

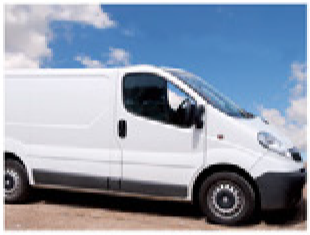
1 **Write the means of transport under the pictures. Listen and check. Then listen again and repeat.**

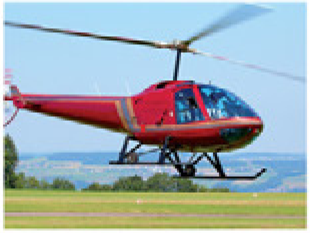

1 minibus

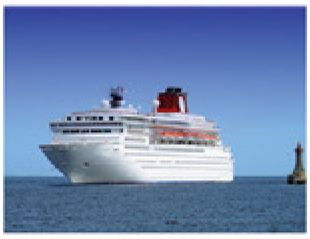

2 ____________

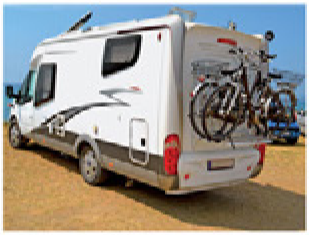

3 ____________


4 ____________


5 ____________

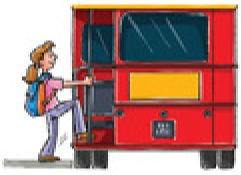

6 ____________

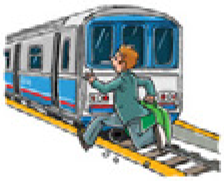

7 ____________

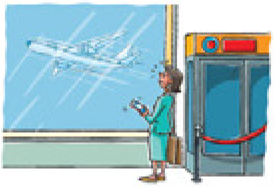

8 ____________

van helicopter ship ferry boat coach camper van ~~minibus~~ jeep

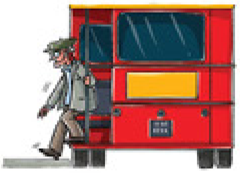
2 **Complete the sentences for each picture, using the words in the box.**

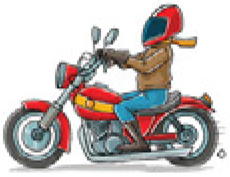

0 You get on________
a bus, a coach, a tram
or a train.

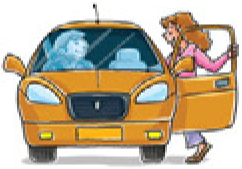

1 You c____________
a train, a bus
or a plane.

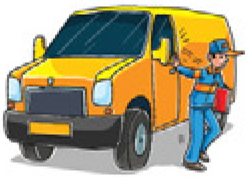

2 You m____________
a plane, a bus
or a train.

get into
ride
get off
catch
get out of
miss
~~get on~~


3 You g____________
a bus, a coach, a tram
or a train.


4 You r____________
a motorbike, a bicycle
or a scooter.


5 You g____________
a car or a van.


6 You g____________
a van or a car.

3 **PAIRWORK** **In turns, describe a means of transport without saying its name. Can you guess what it is?**

A *It can drive on snow and ice.* **B** *A jeep?* **A** *Yes!*

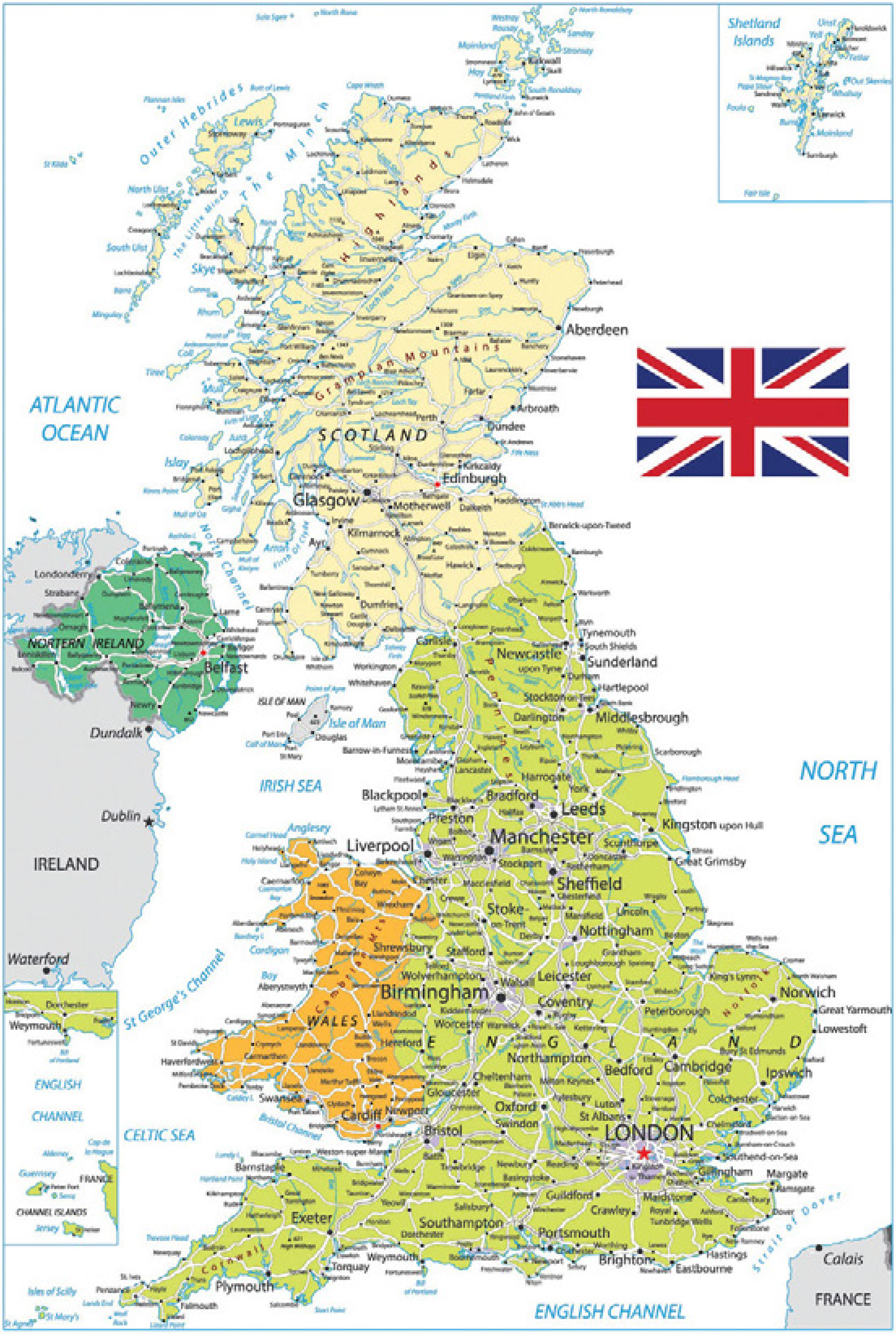
Student's book pp. 88–89

Irregular verbs

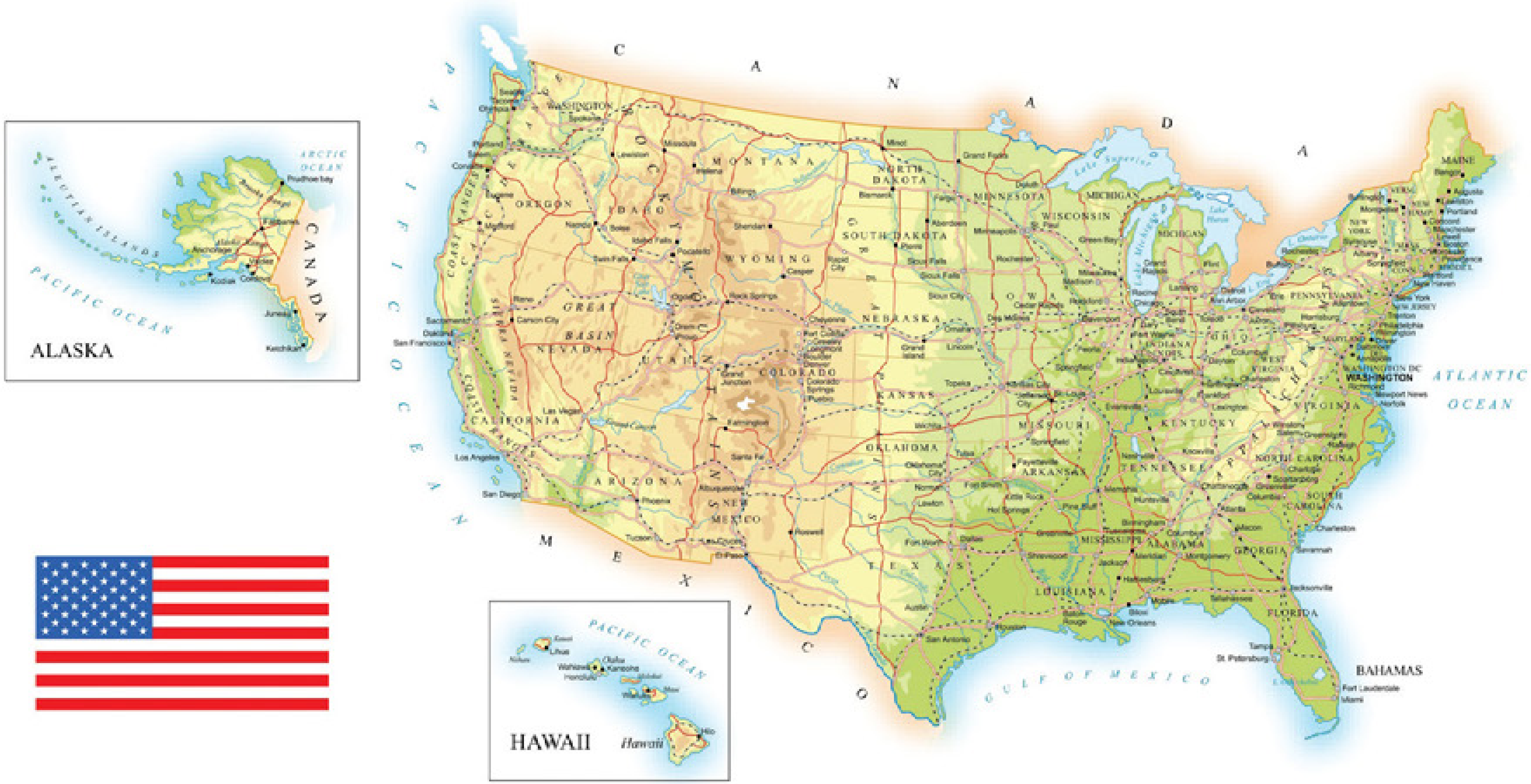
Base form	*Past simple*	*Past participle*
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Base form	*Past simple*	*Past participle*
lie	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /riːd/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn / sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

THE UNITED KINGDOM


Shetland Islands
Orkney
ATLANTIC OCEAN
Outer Hebrides
The Minch
Lewis
Skye
Highlands
Grampian Mountains
Aberdeen
SCOTLAND
Arbroath
Dundee
Perth
Edinburgh
Glasgow
Motherwell
Kilmarnock
Ayr
Dumfries
Berwick-upon-Tweed
North Channel
Londonderry
NORTHERN IRELAND
Belfast
Newry
Dundalk
Dublin
IRELAND
Waterford
Isle of Man
Douglas
IRISH SEA
Carlisle
Newcastle upon Tyne
Tynemouth
Sunderland
Hartlepool
Middlesbrough
Darlington
Scarborough
NORTH SEA
Blackpool
Preston
Bradford
Leeds
York
Kingston upon Hull
Manchester
Liverpool
Great Grimsby
Sheffield
Chester
Stoke-on-Trent
Lincoln
Nottingham
Anglesey
Shrewsbury
Stafford
Wolverhampton
Birmingham
Leicester
Coventry
Norwich
Great Yarmouth
Lowestoft
Peterborough
WALES
Cardigan Bay
Aberystwyth
St George's Channel
Hereford
Worcester
Northampton
Cambridge
Ipswich
Bedford
Colchester
Swansea
Cardiff
Newport
Gloucester
Cheltenham
Oxford
Swindon
Luton
St Albans
Bristol
Bristol Channel
CELTIC SEA
LONDON
Southend-on-Sea
Gillingham
Margate
Maidstone
Canterbury
Dover
Barnstaple
Exeter
Southampton
Portsmouth
Brighton
Eastbourne
Hastings
Strait of Dover
Calais
FRANCE
Torquay
Weymouth
Plymouth
Falmouth
Cornwall
Isles of Scilly
ENGLISH CHANNEL
ENGLAND
Guernsey
Jersey
CHANNEL ISLANDS

THE UNITED STATES OF AMERICA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PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
MEXICO
BAHAMAS
WASHINGTON
OREGON
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IDAHO
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
MICHIGAN
ILLINOIS
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
NEW JERSEY
MARYLAND
MAINE
WASHINGTON DC
WASHINGTON
ROCKY MOUNTAINS
GREAT BASIN
SIERRA NEVADA
COAST RANGES
GREAT PLAINS
APPALACHIANS
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
Seattle
Portland
Spokane
Boise
Salt Lake City
Sacramento
San Francisco
Oakland
Los Angeles
San Diego
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ARCTIC OCEAN
ALEUTIAN ISLANDS
PACIFIC OCEAN
CANADA
Prudhoe bay
Fairbanks
Anchorage
Kodiak
Juneau
Ketchikan
HAWAII
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Oahu
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Maui
Hawaii
Hilo

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